ACCREDITATION HANDBOOK

Fourth Edition - February 1998
(with revisions to January 2004)

Readers are encouraged to visit PCAB's Web site at
www.pcab.gov.ab.ca for future updates to this Handbook.

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PREFACE AND ACKNOWLEDGEMENTS

The preparation of the fourth edition of this *Accreditation Handbook* represents a major departure from the procedures in place for the past fourteen years. The requirement that private colleges seeking accreditation of degree programs present a track record of affiliation with an Alberta university has been eliminated. Procedures have been developed to deal with a broader range of institutional types, including non-profit and for-profit private colleges. The work of the Private Colleges Accreditation Board was aided by documents provided by the North Central Association of Colleges and Schools, the Northwest Association of Schools and Colleges, the Western Association of Schools and Colleges, the New England Association of Schools and Colleges, the Michigan Department of Education, the New Jersey State Board of Higher Education, the State Council of Higher Education of Virginia, and the Council for Private Post-secondary and Vocational Education of the State of California. The Board is also indebted to the State Higher Education Executive Officers (SHEEO) for providing a copy of a comprehensive report on the methods and effectiveness of state licensing of proprietary post-secondary institutions in the U.S.A.

The preparation of this edition benefited greatly from advice received through a public consultation held by the Board in 1996 to review the proposed accreditation process. A number of individuals provided helpful submissions in writing.

The Board also acknowledges, with thanks, its use of various documents in the preparation of the first edition of this *Accreditation Handbook*. In a few instances, statements developed by the Association of Universities and Colleges of Canada were used verbatim. At that time the Board also reviewed publications of several American accreditation associations and regulatory bodies as a means of identifying appropriate topics which were then developed in a manner suited to the Alberta situation and the purposes of the Board.

CHANGES FROM THE THIRD EDITION OF THE ACCREDITATION HANDBOOK

Many minor changes have been incorporated into the fourth edition. These include clarifications of wording in many Articles and extensive re-organization of parts of the *Accreditation Handbook*. Only the major changes from the previous edition are highlighted here. Subsequent changes to the fourth edition are also noted below.

Chapter	Article(s)	Explanation
1	1.2	Summary of key features of 4th edition.
	1.6, 1.7, 1.8, 1.9, 1.10	To clarify Board procedures.
	1.11.4	To define divinity program (then modified December 2001).
	1.11.5	To define full-load equivalent enrolment.
	1.11.9	To revise definition of private college and to note that some may receive approval to use the term "university" with its name. To provide rationale for Board's recommendation re: use of word "university" (December 2001).
2		Two "minimum conditions" deleted - requirement that private college be established by private Act of Alberta Legislature, and requirement of an affiliation agreement with an Alberta university.
	2.2.3	To present the required statement of Institutional Integrity.
	2.5	To provide further information re: governance and administration requirements.
3		New chapter to outline revised accreditation procedures.
	3.2.2, 3.2.3, 3.4.3, 3.6.1 and 3.6.2	February 2002 revisions to accreditation process.
	3.13	Requirement of two Comprehensive Evaluations removed June 2003.
	Overview of the Accreditation for Applications from Institutions NOT authorized to Offer a PCAB-Accredited Degree Program	Flowchart updated to reflect the revised process approved February 2002.
4		New chapter to describe organizational evaluation.

Chapter	Article(s)	Explanation
5		Revised chapter to describe program evaluation.
	5.4	Revised section to remove BEd process.
	5.5	New guidelines for Bachelor of Education procedures.
	5.6.5 (now 5.7.5)	Program evaluation procedures.
	Overview of the Accreditation Process for BEd Proposals	New flowchart to reflect new accreditation process for BEd proposals.
6		New chapter to describe revised appeal procedures.
	6.2	To clarify the purpose of appeals to the Minister.
7	7.4	To clarify procedures for selection of evaluation team members.
8		To define baccalaureate degrees.
	8.1	To broaden range of program types the Board will consider.
	8.2	To indicate the approval process for new concentrations in accredited 3-year programs.
	8.2.4, 8.2.5 (now 8.2.1, 8.2.2)	To allow for more use of part-time academic staff in 3-year programs.
	8.3.3	To clarify college's responsibility for initial program assessment re four-year program proposals.
	8.3.4, 8.3.5	To allow for more use of part-time academic staff in four-year programs.
	8.4	To allow for delivery of Board-Accredited degree programs outside Alberta.
	8.7 (now 8.8)	Further guidelines for interdisciplinary and thematic programs added June 2002.
	8.9.1 (g) [now 8.10.1 (g)]	To clarify the composition of the major in four-year BA and BSc programs.
	8.10 and 8.11 (now 8.11 and 8.12)	New general guidelines for after degree programs added February 2002.
	8.15 (now 8.13)	To clarify range of degree proposals the Board will consider.
	8.16 (now 8.14)	To add guidelines for Bachelor of Music programs.
	8.17 (now 8.15)	To add guidelines for Bachelor of Technology programs.
	8.17 (now 8.18)	To encourage program advisory committees.

Chapter	Article(s)	Explanation
	8.18 (now 8.16)	To add guidelines for Business Degree programs.
	8.19	To add guidelines for Four-Year Bachelor of Education programs.
	8.20 (formerly 8.13 thru 8.17)	To modify guidelines for Bachelor of Education After Degree programs.
9	**9.2**	To recognize increased role of part-time academic staff.
	9.3	To recognize complexity of academic staff workload.
	9.5	To clarify scholarship and research expectations of academic staff.
	9.6.2	Clarifying examples of when minimum qualifications requirement is waived.
	9.6.3.2	To clarify desirable qualification of academic staff member in a college with a technical or applied emphasis.
	9.6.6	To emphasize that academic staff members in professional programs must be eligible for professional certification.
10		New chapter to describe financial guarantee requirements.
11	**11.1**	To delete requirement that applicant for admission must have graduated from high school.
15	**15.4**	To describe procedures for termination/suspension of programs.
	15.5	To describe procedures for re-activation of suspended programs.
16	**16.2.2**	To revise restrictions on public statements to conform to revised accreditation process.
	16.2.4	To require an Internet statement and link to the Board's Web site.
17	**17.2.2 and 17.2.4**	Reference to second Comprehensive Evaluation removed. Requirement for development of a systematic program evaluation instead.
	17.3.1 (c)	To add clarification to the description of the comprehensive evaluation process.
Appendices	**I**	To incorporate extracts from updated legislation.
	II	To revise self-study guidelines to conform to revised evaluation process.
	III	New framework for organizational evaluation.
	IV	To incorporate more detailed program proposal requirements.
	VIi	To provide guidelines for independent academic experts.
	VIII	New framework for program evaluations added

		February 2002.

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CHAPTER ONE

INTRODUCTION AND GENERAL INFORMATION

1.1 Inception of the Private Colleges Accreditation Board

For many years, private colleges in Alberta have offered a broad range of programs including high school programs, career programs, programs that were transferable to universities, and divinity degree programs. As early as 1959, a private college had entered into a formal affiliation agreement with the University of Alberta by which its students could complete university study and obtain two years of advanced credit toward completion of their degrees at the University of Alberta. By 1983, three more colleges had similar agreements.

In the early 1970s, the private colleges petitioned the Government for the authority to grant degrees in programs other than divinity. Various means were examined by which this authority could be granted. After considerable discussion, the Government, the private colleges and the universities agreed that the interests of the public and the institutions could be best served by an independent board that would establish procedures and review proposals for degree programs put forward by the private colleges.

Accordingly, the Private Colleges Accreditation Board (henceforth referred to as "the Board") was established by the *Universities Amendment Act, 1983*. The Act was proclaimed on May 15, 1984. Subsequently, the *Advanced Education Statutes Amendment Act, 1995* repealed the requirement that a private college be incorporated under a private Act of the Legislature. The text of relevant sections of the *Universities Act* (RSA 2000) is included as Appendix I.

1.2 Key Features of the Fourth Edition of this Handbook

This edition of the *Accreditation Handbook* recognizes the increasing importance and diversity of private post-secondary education and the role such institutions are likely to play in the 21st century. Central to the development of this edition is the elimination of what was previously a basic pre-condition, namely, that the applicant college must have demonstrated that it can offer satisfactorily the first two years of university-equivalent programs through an affiliation agreement with an Alberta university. This is replaced by an organizational evaluation process to provide a more inclusive mechanism by which private colleges can demonstrate fiscal and academic credibility. This evaluation will examine the extent to which the systems and processes of the college are clearly established to achieve excellence in learning outcomes. The principal elements of the academic program review process have been retained, except that greater flexibility has been introduced to encourage innovation and to accommodate different types of baccalaureate degrees that will relate to 21st century learning needs. It is recognized that new modes of learning, including distance learning and the use of appropriate electronic technologies will be of increasing importance in the future.

In addition, financial security requirements are introduced to seek assurance that private colleges can meet their obligations to their fee-paying students, with a risk assessment being part of the organizational evaluation.

This *Accreditation Handbook* continues to place a strong emphasis on the transferability of courses offered by private colleges within the Alberta system of post-secondary institutions through the principles and guidelines of the Alberta Council on Admissions and Transfer (ACAT).

Finally, a fee schedule and cost-recovery mechanism are introduced to ensure that private colleges pay for an appropriate portion of the Board's activities, recognizing the value that program accreditation has to their operation.

1.3 Mandate of the Board

The *Universities Act* (RSA 2000) gives the Board powers to

1.3.1 determine minimum standards for the approval of a program of study leading to a baccalaureate that may be granted by a private college;

1.3.2 establish and implement procedures for the consideration of an application by a private college to offer such a program;

1.3.3 inquire into any matter that relates to the approval of programs of study, other than programs in divinity, leading to a baccalaureate that may be granted by a private college;

1.3.4 require a report from the governing body of a private college on any matter pertaining to a proposed or to an approved program of study; and

1.3.5 appoint persons to provide advice and recommendations relating to the review and evaluation made by the Board in respect of any program of study.

The *Universities Act* (RSA 2000) also imposes requirements on the Board.

1.3.6 If the Board determines that a private college has met the prescribed minimum conditions for the approval of a program of study leading to a baccalaureate, it shall approve the program of study and recommend to the Minister that the private college be granted the power to grant a baccalaureate in respect of that approved program of study.

1.3.7 The Board shall establish procedures for the periodic evaluation of accredited programs of study provided by private colleges.

1.3.8 If the Board determines that a program of study should no longer be approved, it shall withdraw its approval of the program of study and recommend to the Minister that the private college that offers the program of study should no longer be authorized to grant a baccalaureate in respect of this program of study.

1.4 The Board's Role

In order to meet its mandated responsibilities the Board has set the following objectives:

(1) to seek assurance that the private college has the necessary organizational structure and fiscal viability to be successful in offering baccalaureate degree programs,

(2) to seek quality assurance for individual degree programs (when new programs are initiated and at regular intervals thereafter) so that Alberta's reputation in the post-secondary field is maintained, and

(3) to provide a measure of consumer protection for students, potential employers and the public.

The Board seeks assurances that programs proposed or offered by private colleges are comparable in quality to other degree programs offered in Alberta and beyond. This implied standard is elusive, but there are widely accepted criteria of an objective nature that can indicate the potential of an institution to offer acceptable degree programs.

Some of these criteria are suggested by the following questions:

1.4.1 Is the mission statement of the institution appropriate and are the educational objectives consistent with it?

1.4.2 Is the curriculum of an appropriate pattern and does it ensure that graduates have achieved an acceptable level of learning consistent with baccalaureate standards?

1.4.3 Are the requirements for admission, progression and graduation consistent with the practice of Canadian institutions of higher education?

1.4.4 Is there a sufficient number of instructors for the number of students enrolled, and are they qualified to teach in the classes to which they have been assigned?

1.4.5 Is there adequate provision for student access to information resources and is the library staff adequate as to numbers and qualifications?

1.4.6 What are the average, minimum and maximum teaching loads? Is there provision to ensure that academic staff engage in scholarship to keep their courses up-to-date?

1.4.7 Are the information technologies to be deployed appropriate to the mission of the college? Are there sufficient resources to ensure adequate student access to these technologies?

1.4.8 Are the resource centre and library, and laboratory facilities suited to the level of instruction offered and the number of students enrolled?

1.4.9 Are the general services for students and staff adequate?

1.4.10 Are the administrative structures adequate to support the teaching, scholarship and service purposes of the institution? (For institutions which include research in their mission statement, are the administrative structures adequate to support this expectation?)

1.4.11 Is the institution adequately financed to achieve its stated objectives, and is there an academic development plan which coordinates academic program needs with human and financial resources?

1.4.12 Are institutional policies and procedures with respect to tenure (if applicable), performance appraisals, promotions, leaves-of-absence, and other employment conditions made known to present and newly appointed staff in a manner which will ensure understanding between staff and administration as to the nature of these policies and procedures?

The institutional self-study which precedes the organizational evaluation examines a series of major propositions (Appendix II) against the indicators in Appendix III.

1.5 Membership of the Board

The Board consists of thirteen members appointed by the Minister of Alberta Learning (henceforth referred to as "the Minister"): a chair, four members of the public, four university academic staff members nominated by the Universities Coordinating Council, and four academic staff members from private colleges nominated jointly by their presidents.

In addition, the Minister designates a Departmental official to attend and participate in meetings in a non-voting capacity. The services of an executive officer are provided to the Board by the Minister.

1.6 Board Meetings

1.6.1 The Board shall plan to hold a minimum of four regular Board meetings annually and shall establish and make available a meeting schedule prior to 1 July each year, to cover the twelve months immediately following.

1.6.2 The Chair shall only call a special Board meeting under extraordinary circumstances when an urgent Board decision is required on a matter which cannot wait till the next regular Board meeting.

1.6.3 The Chair may cancel a regularly scheduled Board meeting if there is insufficient business to justify holding it, or if it becomes apparent that many Board members would not be able to attend.

1.6.4 Agenda material which is not received in the Board office in time to meet the distribution deadline for a given meeting (normally three weeks in advance of the Board meeting date) will be deferred until the next meeting. (The Chair may make an exception when the documentation is not extensive and the item is deemed to be sufficiently urgent.)

1.6.5 All Board meetings will be held in-camera, but the Chair shall invite appropriate persons to attend at pre-arranged times to provide information about agenda items and to discuss proposals and reports. Such persons shall not be present when the Board subsequently discusses the relevant item(s) and makes its decision(s).

1.6.6 Board members will respect the confidential nature of documents, information and records received by virtue of their membership on the Board, and restrict the use of this information to their work as Board members.

1.6.7 Distribution of the minutes of Board meetings shall be limited to Board members, the Minister's representative on the Board, the Minister and the Deputy Minister. To expedite the work of the Board, the Chair and the Executive Officer may use extracts from the minutes, as appropriate, to provide information to interested parties who are not Board members. Any records in the custody or under the control of the Board are subject to the *Freedom of Information and Protection of Privacy Act.*

1.7 Voting

Academic staff members from private colleges who are members of the Board shall abstain from voting on any issue which concerns the particular college where they are employed.

1.8 Quorum for Board Meetings

The quorum for a Board meeting shall be eight Board members (including the Chair), provided that at least one member from each of the public sector, the university sector and the private college sector are present.

1.9 Acting Chair of the Board

Board members shall elect one of the public members to act in the place of the Chair during the Chair's absence or inability to act.

1.10 Board Committees

1.10.1 The Chair of the Board may form appropriate ad hoc or standing committees to expedite the work of the Board. Normally any committee will include Board members from the public sector, the university sector and the private college sector.

1.10.2 The Board may require that it approve the membership of some Board committees. The membership of the Board's standing Accreditation Committee which reviews a college's first program proposal(s) shall be approved by the Board (see Article 3.2.2).

1.10.3 The Executive Officer of the Board shall be a member of all Board committees.

1.11 Definitions

1.11.1 Accreditation

Accreditation is a process whereby the Board determines whether a private college meets the prescribed minimum conditions for a program of study leading to a baccalaureate. The Board submits its recommendation to the Minister. On the recommendation of the Minister, the Lieutenant Governor in Council may by order designate a private college as an institution that may grant a baccalaureate in respect of a program of study approved by the Board.

It should be noted that specific degree programs are accredited and not the institution as a whole. No private college in Alberta may offer a baccalaureate program that is not accredited (except in divinity).

1.11.2 Concentration

A concentration is a required minimum number of courses in a particular discipline, or in related disciplines, in a three-year degree program.

1.11.3 Credits

In this *Accreditation Handbook* the basic measure of a credit is related to the organization of the instructional year. Traditionally, one credit represents one hour of lecture per week per semester. Thus, a course having three hours of lectures per week through one entire semester would equal three credits.

For purposes of stating total credits earned in full-year (i.e. 2 semester courses) or quarter courses, or for completion of an academic year or a program, or for accelerated programs with 12-months of instruction per year, equivalent credits must be computed.

1.11.4 Divinity Programs

For the purposes of the Board, a baccalaureate program will be considered in "divinity" if it meets the following conditions:

(1) A program in divinity is one that by means of its name, its promotional material, its stated goals and objectives, its requirements, or in any other way holds out the prospect of primarily preparing men and women for service in the work of a religious group.

(2) Normally a program will be considered in "divinity" if 60% or more of the requirements are of a religious or denominational nature. However, what distinguishes divinity degrees from other degree programs is their focus on practical ministry oriented courses.

(1.11.4 added February 1999, 1.11.4 (2) modified December 2001)

1.11.5 Full-load Equivalent (FLE) Enrolment*

A unit measure of enrolment in which one FLE represents one student for a standard year of study taking a full load.

1.11.6 Full-time Equivalence (FTE) Staff*

A staff member carrying a normal full-time load for the full term of a reporting period has a full-time equivalence of 1.00. Full-time equivalence for sessional and term staff who may be full-time or part-time should be determined as the product of proportionate work load and period worked as a proportion of the reporting period. For example, where a part-time staff member has carried a proportionate workload of 0.70 for half of the reporting year, the reported full-time equivalence should be 0.35.

1.11.7 Major

A major is the primary area of specialization in a four-year program, or a two-year after-degree Secondary Education program.

1.11.8 Minor

A minor is a supporting concentration in a two-year after-degree Education program or any four-year program.

1.11.9 Private College

A private college is as defined in the *Universities Act* (RSA 2000):

> 1(h) "private college" means any college other than a college established under the *Colleges Act*.

For practical purposes the Board recognizes and includes a broad range of institutional types in the term "private college" (e.g. traditional liberal arts colleges, colleges offering more sharply focused employment-related or professional programs, corporations offering educational programs through an education division, not-for-profit and for-profit providers, distance learning institutions utilizing appropriate technologies, etc.).

Some private colleges may obtain Ministerial approval to use the word "university" in their name pursuant to the *Universities Act* (RSA 2000):

> 66(3) A body that is or purports to be an educational institution shall not use the word "university" or any derivation or abbreviation of it in its name or in any advertising related to it unless that body ...
>
> (e) is a private college designated under section 81 that has the Minister's written approval to use the expression.

---

* From *Overview of Reporting Systems: Common Terminology, Definitions and Classifications* (Alberta Learning version 2000-2001.b, July 2001).

In making its recommendation to the Minister with respect to the use of the expression "university" in the name of a private college authorized to offer accredited degree programs, the Board will use the following criteria:

(a) the college offers more than a single accredited degree program, including at least one four-year liberal arts degree with a major;

(b) the college offers a breadth of transferable university-level courses;

(c) the college's mission includes scholarly pursuit by faculty;

(d) basic policies to support conduct of such scholarship by faculty are in place; and

(e) the faculty demonstrates evidence of scholarly pursuit relevant to the degree programs being offered.

(last paragraph added September 2001)

1.11.10 Residence Requirement

A residence requirement stated by a college is a condition to be satisfied by a student with respect to the number of courses or credits to be earned at the college from which the student seeks a degree.

1.11.11 Term of Instruction

A term of instruction is that period of an academic year throughout which courses are offered in a college. Examples of the term of instruction might be a quarter, a semester or a full academic year.

CHAPTER TWO

INITIAL CONDITIONS

At the time a private college applies to the Board for accreditation of its first degree program, it must present adequate evidence of its capability to offer the program. A college is required, therefore, to meet certain initial conditions to the satisfaction of the Board. It is recognized that applicant colleges may present different backgrounds -- some may be affiliated with a recognized university and/or have experience in offering courses which are accepted for credit by recognized universities in Alberta or elsewhere, some may be accredited in other jurisdictions, while others may have experience in offering courses and programs which are not at the degree level. Some may be new organizations with little or no experience in offering courses and programs; in these cases it will be essential for the applicant college to document the teaching and leadership experience of its staff at other post-secondary institutions as a vital part of the evidence supporting its potential for success in offering a degree program.

The burden of proof will rest with the applicant college to convince the Board and the evaluators it will engage that the college has the characteristics of an educational establishment that could support degree programs which meet the criteria of the Board.

A college intending to propose a degree program for the Board's consideration shall document its compliance and/or agreement with Articles 2.1, 2.2 and 2.3 below, and satisfy the Board's requirement for information by addressing Articles 2.4 to 2.12, inclusive, through the institutional self-study (see Article 4.7 and Appendices II and III) and by providing all of the documentation requested in Article 3.1.1.

2.1 Academic Freedom

A college must ensure that it maintains an atmosphere in which intellectual freedom exists. Although it is understood that a college will be in reasonable harmony with its founding and sustaining organizations, a high degree of intellectual independence is expected of its academic staff and students.

2.1.1 A college's academic staff and students must be free to examine and to test all knowledge appropriate to their disciplines as judged by the academic community in general.

2.1.2 A college must adopt and distribute to all members of the academic staff a statement of the principle of academic freedom as established by the governing board of the college, assuring freedom in teaching, scholarship/research (see Article 9.5) and publication, and community activities. Written policy must be clearly stated, widely available, and actively followed.

2.2 Institutional Integrity

2.2.1 In general terms, the applicant college must recognize and protect the right of the individual to the honest search for knowledge, wherever knowledge is to be found, without fear of reprisals by the institution or by third parties. Academic freedom also implies the right to communicate freely the acquired knowledge and the result of scholarship/research. It implies the duty, however, to respect the rights of others, to exercise that freedom in a reasonable and responsible manner, and to respect the academic objectives of the college.

2.2.2 When a college requires adherence to a statement of faith and/or a code of conduct that might constitute a constraint upon academic freedom as defined above, the conditions of membership in that college community, including any sanctions that may be invoked, shall be made clear to staff and students prior to employment or admission, as the case may be. Further, adequate procedures shall be in place to ensure natural justice in the event of alleged violations of any contractual arrangement touching such required statement of faith and/or code of conduct.

2.2.3 Institutional integrity is an important quality of an outstanding post-secondary institution. This is reflected in many ways. One way is in the manner in which an institution presents itself in its written documents. The Board expects that the information contained in any application for accreditation is truthful and presented in a way that accurately describes the institution's qualities and makes fair comparisons with other institutions. The Board expects that current legal matters such as copyright law are handled appropriately. Applicants not authorized to offer Board-accredited degree programs will be asked to include the following signed statement with their application and with all revised program proposals. By signing this statement, the Board is assured that these issues have been considered in the preparation of the documentation. Applications will be reviewed only once this statement has been signed. Any identified discrepancies in the application may cause the application to be rejected.

Sample Statement
On behalf of (name of applicant institution) I/we attest that, to the best of my/our knowledge, the information presented in this application is complete and accurate and reflects the highest standards of institutional integrity.

Signed by
President of institution, and
Board Chair of institution (for applications from private colleges not authorized to offer an accredited degree program), or
Senior academic officer (for subsequent program proposals from private colleges authorized to offer an accredited degree program)

(2.2.3 added December 2001)

2.3 Initial Commitments

During the early stages of its contacts with the Board, a college must make initial commitments regarding several matters (see Appendix VI).

2.3.1 With respect to programs proposed for the Board's approval, a college must agree to accept the policies and standards of the Board and to comply with these standards and policies as currently stated or as modified from time to time.

2.3.2 A college must agree to disclose to the Board any and all such information as the Board may require to carry out its accreditation and evaluation function.

2.3.3 A college must agree that the Board may, at its discretion and upon request, make known to any agency or members of the public the nature of any action taken by the Board in relation to the college as well as the status of any application by that college.

2.3.4 A college must agree to abide by the Board's advice on public statements about the status of its application to the Board (see Chapter 16).

2.4 Mission Statement and Educational Objectives

A college must have a clearly articulated mission statement and educational objectives formally adopted by the governing board of the college, which demonstrate that the fundamental purposes of the college are educational and also appropriate to a degree-granting institution and to the needs of the society it seeks to serve.

2.5 Governance and Administration

Governance is a process through which an institution achieves its mission and vision. Administration is the process of managing an institution.

Governance is broader than the institution's governing board. The Accreditation Board recognizes that, depending on the type of institution, governance and administration will vary from one institution to another. However, in order to ensure effective governance and administration, the Board expects certain elements to be in place and will look for evidence of the following:

2.5.1 A college must have a governing board which has the authority to carry out the mission of the institution, and which operates as an independent policy-making body. The governing board must have at least five voting members, a majority of whom are without any contractual, employment or ownership interest in the institution.

2.5.2 A college must have a chief executive officer whose full-time or major responsibility is to the college, and sufficient administrative staff to conduct the affairs of the college.

2.5.3 The governing board shall make provisions for adequate academic staff participation in academic decision-making and for faculty, staff, students and administrators to be involved in the development of institutional policies.

It is within the discretion of the institution to determine the form of participation. Normally, however, faculties (academic units) will conduct much of their business through structures such as committees, councils, and senates, operating within the broad policies determined by the governing boards.

2.5.4 A college must have a strategic plan which addresses its future educational, physical and fiscal growth. It must have in place effective procedures for on-going institutional self-study and planning which involves its academic staff and its students. Basic planning for the development of the institution must integrate plans for facilities, services, academic personnel, resource centre and library, and financial development, as well as procedures for program review and institutional improvement.

(2.5 modified December 2001)

2.6 Scholarship and Research

See Article 9.5 for the general scholarship expectations for academic staff, and the research expectations (in colleges where research is part of their mission statement).

2.6.1 The college's organization, administrative structure and policies should facilitate the expectations in scholarship (and in research where applicable).

2.6.2 Colleges which include research in their mission statement should have supportive policies, e.g. sabbatical leaves, research leaves, in-house grants to support research, a system which supports research grant applications to external agencies, recognition of research time demands in the assignment of teaching loads, recognition of research output in salary rewards, etc.

2.6.3 The research policies and practices of the college should be developed and administered under the direction of a representative committee.

2.6.4 The investigator's freedom in research, including the communication of results, shall be preserved.

2.7 Financial Resources

Because the financial resources of an institution and their management determine, in part, the quality of its educational program, each institution must possess sufficient financial resources to support all of its programs. The recent financial history of the institution must also demonstrate the financial stability essential to the successful operation of the institution. The adequacy of the financial resources of an institution will be judged in relation to the basic purposes of the institution, the scope of its program, and the number of its students.

2.8 Curricula and Instruction

2.8.1 Current programs, in both their content and their manner of presentation, must indicate that the college has experience with and understanding of the requirements of a degree program.

2.8.2 New institutions should document a thorough planning process and provide evidence that the college will have in place the resources, personnel and organizational ability to implement the proposed degree program (see Article 4.5).

2.8.3 The proposal should outline how the college will employ appropriate technologies in the teaching/learning process.

2.8.4 At the time of implementation, a college must have the capacity to offer in its entirety the proposed degree program. This does not preclude cooperative arrangements with other institutions for the delivery of components of a program.

2.9 Academic Staff

2.9.1 A college must possess sufficient academic staff in terms of number, qualifications, and experience to support the proposed programs, including a core of academic staff which is primarily responsible to the institution. In addition, a clear statement of academic staff responsibilities must exist.

2.9.2 A college must have a written work-load policy which takes into consideration the teaching-load of the individual academic staff member and preparation time.

2.9.3 Although tenure policy is not mandated, each institution must provide contracts, letters of appointment or similar documents to the academic staff clearly describing the terms and conditions of their employment.

2.9.4 A college must adopt and distribute to all members of academic staff a written policy statement governing procedures for appointment and termination.

2.9.5 A college must provide academic staff members with the opportunity to continue their professional development throughout their career.

2.10 Information Services

A college must possess a library and learning resources appropriate to its mission and the programs offered, and/or make satisfactory arrangements to provide information services to staff and students in other ways, including electronic access. To supplement its resources, a college may enter into specific long-term written arrangements for student access to other libraries for independent work in the fields and at the levels represented by its offerings. If it depends in part on other institutions for specialized library and learning resources, the college must demonstrate that they are adequate and easily accessible.

2.11 Academic Policies and Records

With respect to degree programs, a college must have published student admission policies and procedures consistent with the objectives of such programs, as well as a system for maintaining and securing academic records.

2.12 College Publications

2.12.1 The college will have an accurate and current calendar or other comparable publication available to students and the public setting forth the following: purposes and objectives, admissions requirements and procedures, programs and courses with indications of when they are offered, rules and regulations for conduct, degree completion requirements, full-time and part-time academic staff and degrees held, fees, and other items relative to attendance at the institution or withdrawal from it.

2.12.2 The college will have a published policy and procedure, in keeping with generally accepted practice, for refunding fees and charges to students who withdraw from enrollment.

CHAPTER THREE

OVERVIEW OF PROCEDURES

Colleges seeking accreditation for their first baccalaureate degree program must satisfy the Board's requirements by means of an Organizational Evaluation and a specific Program Evaluation. The Board does not provide general institutional accreditation, but only recommends to the Minister that specific degree programs which meet the Board's standards be accredited.

The following procedures involve a series of approvals, each of which is intended to assure both the college and the Board that each successive stage of development is on a firm footing.

Stage 1: Documentation and Review by Accreditation Committee

3.1 Application from Private Colleges not authorized to offer Board-Accredited Degree Programs

The following guidelines amplify the accompanying flowchart at the end of this chapter and will assist private colleges that are not authorized to offer Board-accredited degree programs in preparing their application to the Board:

3.1.1 The application must include 5 copies of the following documentation:

(1) statements regarding academic freedom (see Article 2.1) and institutional integrity (see Article 2.2, including the signed Statement of Institutional Integrity),

(2) initial commitment to comply with the Board's procedures (see Article 2.3),

(3) three-year business plan,

(4) audited financial statements for the past three years (new colleges see Article 4.5),

(5) institutional self-study (see Article 4.7),

(6) preliminary program proposal (see Appendix IV),

(7) confirmation of ability to provide suitable financial guarantees (see Article 10.1),

(8) institutional calendar or proto-calendar,

(9) statement of transferability of courses/programs (if applicable), and

(10) anything else the applicant deems helpful (e.g. affiliation agreement, if any, relation to another institution, accreditation elsewhere, etc.).

3.1.2 While the Board does not require that the applicant institution have a successful track record of delivering courses through an affiliation agreement with a university, new colleges may wish to consider such an arrangement with a degree-granting institution because of the valuable mentoring it provides.

3.1.3 The applicant must enclose the prescribed application fee (see separate Fee Schedule).

(modifications to preamble and 3.1.1 (1) December 2001)

3.2 Determination of Eligibility to be Considered for Accreditation

3.2.1 On receipt of an initial application from a college that does not have any accredited degree programs the Board will inform the Minister of the application.

3.2.2 The Accreditation Committee will review all applications from colleges that do not have authority to offer a Board-accredited degree program. The Committee's review is to determine if the application is complete and ready for a review by the full Board. In particular, the Committee will determine if the documentation presented has addressed the following issues completely enough to inform review of the application by the full Board: the academic freedom statement, the governance structure and operational procedures, the strategic plan and risk analysis, and the applicant's commitment and integrity statements. The Committee does not evaluate the quality of the application but is charged with providing advice to the Board. In order to provide this advice, the Committee may request further information from the applicant college. It is expected that this initial review process will take no longer than 6 months, at which time the application, whether complete or not, together with the Committee's advice will be forwarded to the full Board for its review.

3.2.3 The Chair will advise the applicant and the Minister as to which of the following decisions was made:

3.2.3.1 A negative decision of the Board indicates that the documentation is inadequate and/or incomplete and that no further action will be taken on the application. The applicant will be advised of the significant deficiencies identified by the Board. At the time of the negative decision, the Board reserves the right to set a minimum waiting period or other conditions before the institution can submit a new application and have it reviewed by the Accreditation Committee. If a new application by the same college is subsequently submitted, the process for colleges that are not authorized to offer Board-approved degree programs will be repeated and an application fee will be assessed.

3.2.3.2 A decision to allow the application to proceed through the evaluation process.

(3.2 modified February 2002)

Stage 2: Evaluation and Recommendation

3.3 Organizational Evaluation

3.3.1 Colleges which have submitted an adequately documented application for a first program will be subject to the Board's organizational evaluation (see Chapter 4). The cost of this evaluation shall be the responsibility of the applicant, in accordance with the Fee Schedule.

3.3.2 If the applicant does not satisfy the Board's requirements for the organizational evaluation, the application shall be denied and not proceed further.

3.3.3 The Board will inform the Minister of the outcome of the organizational evaluation.

3.4 Program Evaluation

3.4.1 Colleges which have satisfied the Board with respect to the organizational review shall have their degree program proposal(s) subjected to the Board's program evaluation (see Chapter 5). The cost of this evaluation shall be the responsibility of the applicant, in accordance with the Fee Schedule.

3.4.2 If the applicant does not satisfy the Board's requirements for the program evaluation, the application shall be denied and not proceed further.

3.4.3 In exceptional cases the Board may allow the applicant to proceed simultaneously through the organizational and the initial program evaluation.

(modified February 2002)

3.5 External Evaluation Teams

The organizational evaluation and the program evaluation will involve experts engaged by the Board (see Articles 4.6 and 5.3). The advice and recommendations of the evaluation teams will go to the full Board for consideration and decision. The Board will render its decision as expeditiously as possible.

3.6 Subsequent Application Following Negative Decision

3.6.1 If the organizational evaluation results in a negative decision by the Board, the Board may specify a minimum waiting period or other conditions before the applicant can submit a new application. The process for colleges that are not authorized to offer Board-approved degree programs will be repeated and an application fee will be assessed. The minimum waiting period begins from the date of the Board's negative decision.

3.6.2 If the program evaluation results in a negative decision by the Board, the Board may specify a minimum waiting period or other conditions before the applicant can submit a new program proposal. The Board may also specify a maximum waiting period after which a new complete application would be required. In that case, the process for colleges that are not authorized to offer Board-approved degree programs will be repeated and an application fee will be assessed. In either case, the waiting period begins from the date of the Board's negative decision.

(3.6 modified February 2002)

3.7 Board Visit to the College

Normally the Board will arrange to visit the applicant college in conjunction with the regular Board meeting at which the program evaluation team's report on the college's first program proposal(s) will be considered. The Chair of the evaluation team and senior college representatives will be invited to meet with the Board when this matter is on the agenda, to discuss their respective positions with the Board before the Board holds an in-camera discussion and makes its decision.

3.8 Advice/Recommendation to the Minister

3.8.1 If the organizational evaluation and the program evaluation lead to a positive decision by the Board, the Board shall recommend to the Minister that an Order in Council be issued authorizing the applicant to grant the degree in respect of the approved program. A copy of the letter to the Minister conveying the recommendation shall be sent to the applicant college.

3.8.2 If the organizational evaluation leads to a positive decision by the Board, but the Board's decision with respect to the evaluation of a program proposal is negative, the applicant shall be so advised in writing, with a copy to the Minister.

3.9 Financial Security Requirement

Before the applicant advertises or offers the approved degree program, appropriate security satisfactory to the Board and in the amount determined by the Board must be submitted (see Chapter 10).

3.10 Treatment of Successive Program Proposals

A college will initiate the process of applying for accreditation of a second or successive proposal by submitting a program proposal to the Board.

Generally, the Board will treat such proposals in accordance with the procedures that apply to initial program applications, or modified procedures, as outlined in Chapter 5.

3.11 Continuing Accreditation Fee

A continuing accreditation fee shall be levied annually on each private college with accredited degree programs, commencing in the year after the accreditation of its first program, in accordance with the Fee Schedule.

3.12 Annual Reporting Requirements

Colleges with one or more accredited programs are required to submit the following to the Board on an annual basis:

(1) an annual report which meets the specifications set by the Board (see Article 17.2.1),

(2) an updated three-year business plan,

(3) key performance indicator (KPI) data which are submitted to Alberta Learning (if applicable), and

(4) any other performance indicator data requested by the Board.

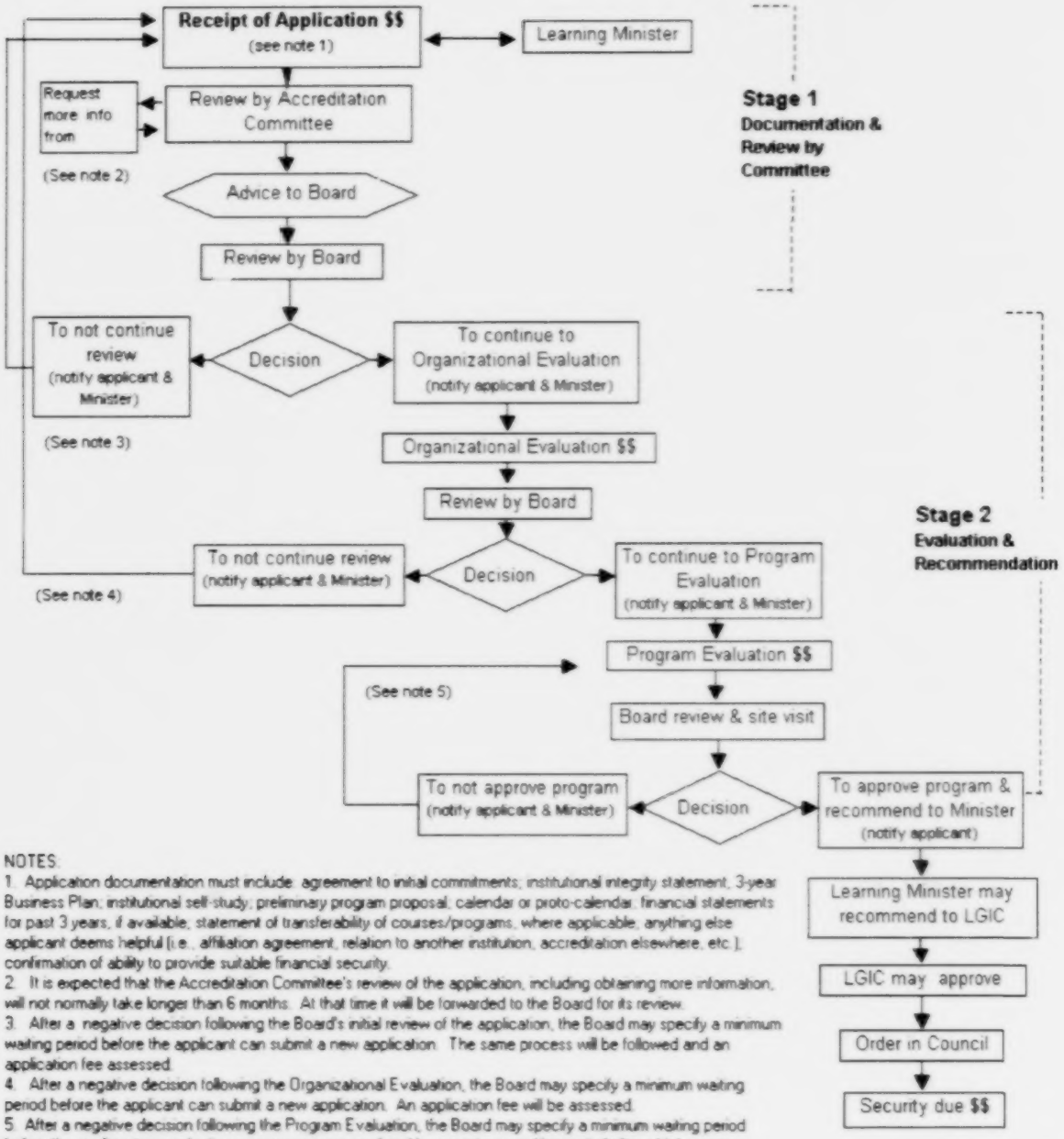
3.13 Periodic Evaluations

Every college with one or more accredited degree programs is required to undergo at least one comprehensive evaluation (i.e. organizational and program evaluations) normally after the first 5-years of offering an accredited degree program, or on an agreed upon cycle (see Article 17.2.2).

The general purpose of periodic evaluations is to monitor the quality of approved degree programs on a continuing basis and to provide a stimulus for institutional self-improvement. Pursuant to the *Universities Act*, the Board is also empowered, should it so determine, to recommend to the Minister that the accreditation of a program be withdrawn (see Chapter 17).

(first paragraph modified June 2003)

Overview of the Accreditation Process for Applications from Institutions NOT Authorized to Offer a PCAB-Accredited Degree Program



NOTES:

1. Application documentation must include: agreement to initial commitments; institutional integrity statement; 3-year Business Plan; institutional self-study; preliminary program proposal; calendar or proto-calendar; financial statements for past 3 years, if available; statement of transferability of courses/programs, where applicable; anything else applicant deems helpful (i.e., affiliation agreement, relation to another institution, accreditation elsewhere, etc.); confirmation of ability to provide suitable financial security.
2. It is expected that the Accreditation Committee's review of the application, including obtaining more information, will not normally take longer than 6 months. At that time it will be forwarded to the Board for its review.
3. After a negative decision following the Board's initial review of the application, the Board may specify a minimum waiting period before the applicant can submit a new application. The same process will be followed and an application fee assessed.
4. After a negative decision following the Organizational Evaluation, the Board may specify a minimum waiting period before the applicant can submit a new application. An application fee will be assessed.
5. After a negative decision following the Program Evaluation, the Board may specify a minimum waiting period before the applicant can submit a new program proposal and/or a maximum waiting period after which a new application would need to be submitted. In the latter instance, the process for colleges that are not authorized to offer PCAB-accredited degree programs will be used and a new application fee will be assessed.

$$ - indicates fee or financial obligation of the College (see PCAB's Fee Schedule)
Board - Private Colleges Accreditation Board (PCAB)
LGIC - Lieutenant Governor in Council

(modified February 2002)

CHAPTER FOUR

ORGANIZATIONAL EVALUATION

4.1 Purpose of the Organizational Evaluation

The purpose of the Organizational Evaluation is to examine the extent to which the systems and processes of the college are clearly established to achieve excellence in learning. That is, the evaluation will establish the extent to which the college has created sustainable processes within the organization, the extent to which its financial and operational resources are adequate to sustain the learning processes students will experience, and the link between students' experiences and demonstrable needs.

The Framework for the Organizational Evaluation (see Appendix III) has been freely adapted from the Malcolm Baldrige Award for Quality, established as a world standard in the United States for practices intended to produce excellence. This document will be used by the external evaluation team.

4.2 Required Organizational Information

Article 3.1.1 describes the institutional information that must be provided by the college in its initial application to the Board. This information will be used by the Board and the external evaluation team to assess the capability of the institution to offer the proposed degree program. To assist the organizational evaluation, the college must provide or give evidence of the following:

(1) the name of the Chief Executive Officer or, especially in the case of organizations with other than educational missions, other officer with overall responsibility for the program being proposed;
(2) audited financial processes;
(3) provision for continuity of leadership (in relation to #1 above);
(4) procedures for collection, maintenance and security of student personnel records;
(5) a three-year business plan which includes:
- clear plans for development, delivery and assessment of curriculum,
- financial projections,
- a marketing plan,
- a staffing plan,
- risk analysis;

(6) adequate financial backing to launch and sustain the proposed program;
(7) ability to provide suitable financial security prior to admitting students;
(8) a clearly articulated mission statement that includes the offering of the proposed program; and
(9) sufficient academic or educational expertise, or a credible plan to obtain it, to launch the proposed program.

Board members and evaluation team members shall respect the confidential nature of third party business information submitted and restrict the use of this information to their work in relation to the Board. All copies of this material shall be returned to the Board Office when the activity for which it was required is completed.

4.3 Evaluation Categories

4.3.1 The following evaluation categories (see Appendix III) are used in the organizational evaluation:

(1)	Financial Planning and Resources	125 points
(2)	Leadership	125 points
(3)	Information and Analysis	125 points
(4)	Strategic Planning	125 points
(5)	Human Resource Development and Management	125 points
(6)	Management of Process	125 points
(7)	Outcomes	125 points
(8)	Student Focus and Student Satisfaction	125 points
	Total Points	1000 points

The inter-relationship among these categories is illustrated schematically in Article 4.9.

4.3.2 Categories carry the same weights, and the emphasis throughout is placed on performance (outcome) and process management practices. Overall, there are 1000 points allocated across all categories. Colleges are expected to score acceptably in all categories if they wish to proceed to the next level of evaluation by the Board. See Addendum B to Appendix III for the scoring guidelines the evaluators will use.

4.3.3 Colleges may adopt **any** paradigm for institutional assessment they wish in meeting the requirement to demonstrate effectiveness in a number of categories. The Board will examine the report of the evaluators by category and determine whether or not standards have been met. The categories are described in such a way as to both encourage and enable organizational innovation. The evaluation is based on the statement of vision, strategy and goals provided by the organization, not on a comparison of the organization with "traditional" and "established" modes of operating for organizations delivering degree level education.

4.4 Overview of Indicators for Evaluation

4.4.1 Category 1: Financial Planning and Resources (125 Points)

The Board needs assurance that the college has sound financial management procedures, sound financial arrangements, appropriate planning and realistic financial goals. It will satisfy itself of these features by requiring colleges to file audited financial statements and financial projections for the program(s) for which accreditation is being sought. The Board is concerned with financial viability of both an organization seeking accreditation and its program(s). The concern focuses on ensuring that students are

able to start the program with a fair and reasonable expectation that the contract they have entered into will be completed and that they can achieve both the outcomes and the degree which has been advertised.

4.4.2 Category 2: Leadership (125 points)

Leadership and involvement of senior executives within the college are essential to create and sustain the development of a student focused, quality and outcome oriented organization. Also examined here are the ways in which institutional values and processes are integrated into the systems of the organization and the manner in which the organization addresses its public responsibilities. Leadership at all levels will be examined. It should be clear from the description provided that the degree of prescription of content and method is minimum: colleges are being asked to indicate how their vision, mission, values, leadership and strategy are enacted within the organization.

Where the college is a new organization, many of the procedures called for here will not be in place. The Board requires such organizations to document their intentions about such procedures, as they are seen to be appropriate.

NOTE: The Board requires that the college designate an individual as having fiduciary or legal responsibility for the educational activities of the institution and that the individual has the status of a corporate officer (or its equivalent) as defined in the *Companies Act*.

4.4.3 Category 3: Information and Analysis (125 points)

Data and information management are essential for a good educational institution. How such data are used and deployed is also critical. In this category, evaluators will be looking at the rigour with which data are used for decision making in the college.

4.4.4 Category 4: Strategic Planning (125 points)

Before it can recommend accreditation for any academic degree program, the Board needs assurance that the college has developed business plans which are viable, both strategically and financially. The minimum requirement here is for the submission of three-year business plan(s), including all relevant performance information. While some of these data will have been provided under Category 1, what is sought here is the integration of such financial information as is available with the planning process.

4.4.5 Category 5: Human Resource Development and Management (125 points)

The Board has to ensure that those associated with the management of the learning process and those engaged in teaching have been selected in a systematic and planned way, have the skills and competencies required and have the opportunity to develop while employed by the college. While not all employees will be full-time, all staff must have clear and explicit expectations for performance and clear and specific responsibilities.

The Board recognizes a growing diversity in the nature of employment relationships within colleges delivering and providing educational programs. The requirement here is to be explicit about the plans for the deployment of people and their skills in the service of the mission of the college. While certain core competencies will be required to be available within a college seeking program accreditation, the Board recognizes that

there are a variety of means by which these core competencies can be retained and deployed.

4.4.6 Category 6: Management of Process (125 points)

In this category, the focus of the Board concern is with the design process for programs and the services to staff and students associated with these programs. While a later and separate evaluation will focus on the programs themselves, the concern here is with process: the mechanisms by which quality is designed into the way in which program and service decisions are made.

Put simply, this category examines the systematic processes used by the college to pursue ever higher quality in its programs and services and ever better performance on key performance indicators (KPIs).

New colleges seeking to offer innovative programs may not be able to provide all of the information implied by the "focal points for evaluation" listed in Appendix III. The Board understands this, and expects the college to provide such information as it deems to be helpful to the evaluators to meet as many of the "areas to address" and "focal points for evaluation" as possible.

4.4.7 Category 7: Outcomes (125 points)

The Board is concerned not just with process, but also with outcomes. Before it will examine a specific program or course of study, it needs to examine the actual historical performance of the college in providing learning and support to students. In this section, outcomes will be examined in detail.

New colleges may not have a great deal of data, but will be expected to specify and describe the specific performance indicators against which they wish to be assessed and to make some predictions of what these indicators will show at various times.

4.4.8 Category 8: Student Focus and Student Satisfaction (125 points)

The Board has a variety of responsibilities. One critical responsibility is to ensure that students' needs are being understood, appropriately interpreted, acted upon and met. This requires the Board to examine the nature of the college's focus on students, the commitments it makes to them and how well it delivers on these commitments. The needs of other stakeholders strongly rely upon the needs of students being understood and met. While this is the subject of this separate category, it will be noted that there are requirements for the student focus to be evident in other categories of this evaluation.

4.5 New Colleges

The Framework for Organizational Evaluation (see Appendix III) is designed to serve as a matrix for the evaluation of a college throughout its lifetime. However, the peculiar situation a new college is in as it faces the challenge of launching a degree program calls for a different approach by the Board. Clearly a new college will not have financial statements for previous years of operation or an existing calendar of course offerings and programs.

In the case of a proposal by a new college, the Board will look for a thorough planning process and evidence that the college will have in place the resources, personnel, and organizational ability to implement the proposed program. This preparation must include the 9 required items listed in Article 4.2 above. The criteria used to evaluate the new college will be prospective, intended to detect the promise the institution shows of being able to produce the structures, processes, and outcomes outlined.

4.6 External Organizational Evaluation Team

As part of the organizational evaluation the Board will engage the services of a team of independent experts. The team may be composed of the following: (a) educators with significant experience in post-secondary educational management and financing; (b) organizational design and behaviour consultants; and (c) individuals trained in assessment and evaluation from the private sector. Each will have an orientation in the use of the instrument that is found in Appendix III. The Board will be free, however, to call for other assessments of specific features of an organization (e.g. its information technology platform for distance learning; its prior learning assessment processes) should it wish to do so. Again, the evaluation team will be chosen so that it best understands the applicant's intentions.

The evaluators will require access to all relevant documentation: such financial records as are available, minutes of meetings throughout the organization, planning and related documents, measurement instruments and performance data. Most specifically, they will use the institutional self-study required on application dealing with all of the categories for evaluation detailed. Documents which are confidential to the evaluators should be clearly marked as such, but evaluators should be given such access to documents as they require to complete their task.

(first paragraph modified December 2001)

4.7 Institutional Self-Study

The process begins with an institutional self-study by the college in which a series of major propositions (Appendix II) are examined against the indicators in Appendix III. This is followed by an external evaluation involving a site visit, evaluation of financial information and other documentation, and consultation with any personnel and students required. For each category, the evaluation team will be looking for the approach taken by the college; the way in which the approach is deployed within the college; and the results of such deployment.

4.8 Board Procedures

4.8.1 The documentation provided by the college in its initial application (Article 3.1.1), including the institutional self-study completed by the college, the report of the evaluation team which conducted the organizational evaluation and the college's response to that report will be provided to the Board as background material for its determination as to whether the college, as an organization, has an environment that would support the successful delivery of a degree program.

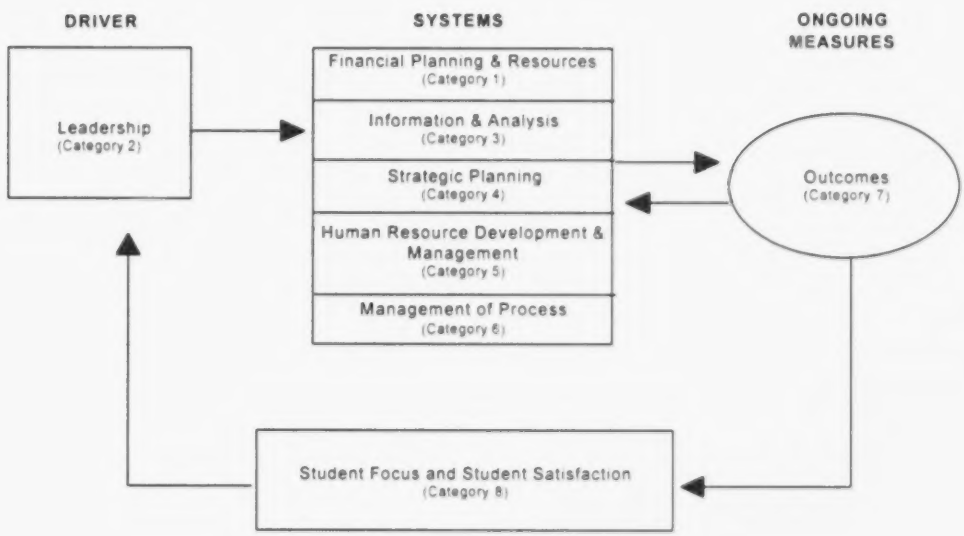
4.8.2 If the organizational evaluation is satisfactory to the Board, the college shall be so advised, and the degree program proposal(s) subjected to specific program evaluation (Chapter 5).

4.8.3 If the college does not satisfy the Board's requirements for the organizational evaluation, the application shall be denied and the college and the Minister so advised.

4.8.4 If the organizational evaluation results in a negative decision by the Board, a minimum of 12 months from the date of rejection must elapse before the Board will consider a new application from the same organization.

4.9 Overview of the Key Features of Organizational Evaluation

The following chart shows the inter-relationship among the categories used in the organizational evaluation.


DRIVER
SYSTEMS
ONGOING MEASURES
Leadership (Category 2)
Financial Planning & Resources (Category 1)
Information & Analysis (Category 3)
Strategic Planning (Category 4)
Human Resource Development & Management (Category 5)
Management of Process (Category 6)
Outcomes (Category 7)
Student Focus and Student Satisfaction (Category 8)

CHAPTER FIVE

PROGRAM EVALUATION

A college that has satisfied the Board with respect to the organizational evaluation may submit one or more program proposals. In exceptional cases a college may be allowed to proceed simultaneously through the organizational evaluation and the initial program evaluation(s) (see Article 3.4.3).

5.1 Purpose of the Program Evaluation

The purpose of the Program Evaluation is to ensure that baccalaureate degree programs offered by private colleges are of an acceptably high quality, and comparable in quality to other degree programs in Alberta and Canada. The Board is concerned about the level of learning achieved by students in a degree program. The accreditation of a degree program provides a measure of assurance to students, other post-secondary institutions and prospective employers that the program is recognized as having met certain standards. Program accreditation has two basic purposes: quality assurance and institutional and program improvement.

The responsibility for the quality of programs and for their ongoing review and improvement rests with the college. It is the Board's responsibility to ensure that appropriate standards are met. This process begins with the college's preparation of a program proposal (see Appendix IV), in which the college is required to engage in various self-analyses and to seek the advice of outside academic experts in the particular field. The program proposal guidelines provide a summary of the Board's concerns about degree programs.

Proposals must meet the Board's general guidelines with respect to degree programs (Chapter 8) and academic staff (Chapter 9). While the organizational evaluation has already examined the way the college is organized to support excellence in learning, and the extent to which the college's financial and operational resources are adequate to sustain the student learning processes, the Board must also be satisfied that each program is adequately financed as it is developed, approved and implemented.

The Board engages an external program evaluation team to provide advice to the Board about the quality of a program proposal and whether it should be approved and recommended for accreditation. The composition and membership of the team provides assurances to the Board that the program proposal is being reviewed in the context of baccalaureate programs being offered at several other institutions.

The Framework for Program Evaluation (see Appendix VIII) has been developed for use by the Accreditation Board's external evaluation teams. The program evaluation team will address each of the 14 criteria in its final report to the Board.

(last paragraph added February 2002)

5.2 Required Program Information

The college submits to the Board the program proposal(s) prepared in the appropriate format (see Appendix IV) and following the relevant program guidelines (Chapter 8) and any additional requirements set by the Board. (In cases where a preliminary program proposal was submitted as part of the college's initial documentation for the organizational evaluation (see Article 3.1.1) it will be necessary to submit 20 copies of a detailed program proposal for the program review.)

Applicants will be asked to include the following signed Statement of Institutional Integrity with all program proposals. By signing this statement, the Board is assured that these issues have been considered in the preparation of the documentation. Applications will be reviewed only once this statement has been signed by the President and the Board Chair in the case of institutions that are not authorized to offer Board-accredited degree programs, or the President and senior academic officer for subsequent proposals from private colleges authorized to offer an accredited degree program. Any identified discrepancies in the application may cause the application to be rejected.

On behalf of (name of applicant institution) I/we attest that, to the best of my/our knowledge, the information presented in this application is complete and accurate and reflects the highest standards of institutional integrity.

Sample Statement
On behalf of (name of applicant institution) I/we attest that, to the best of my/our knowledge, the information presented in this application is complete and accurate and reflects the highest standards of institutional integrity.

Signed by
President of institution, and
Board Chair of institution (for applications from private colleges not authorized to offer an accredited degree program), or
Senior academic officer (for subsequent program proposals from private colleges authorized to offer an accredited degree program)

(added December 2001)

5.3 External Program Evaluation Team

The primary purpose of the evaluation team is to provide the Board with information about the academic merits of the program(s) under review, and to advise the Board as to whether, in its opinion, the proposed program(s) should be approved by the Board.

5.3.1 The Board may vary the number of evaluators and their expertise depending on the program to be reviewed. The Board's Executive Officer will be an advisory member of each team.

5.3.2 The criteria for selecting evaluation team members will be the following: personal stature in the post-secondary academic community, relevant academic qualifications and achievements, expertise in the relevant discipline or program area, and experience in evaluating programs.

5.3.3 For the process of selecting evaluation team members see Articles 7.4 and 8.17.

5.4 Board General Procedures

5.4.1 Upon receipt of the appropriate documentation, the Board will examine it to determine whether the college appears to have provided adequate information or whether further information is required.

5.4.2 When the information provided is satisfactory, the Board will refer the program proposal to external evaluators. The Board may use their services to provide judgements on any aspects of the proposal or any matter relating to it, such as the acceptability of a particular program or the adequacy and stability of financial support for the program.

5.4.3 With respect to four-year programs, the college must provide the reports of three independent academic assessors from outside the college and the college's response to them (Article 8.3.3 and Appendix VII).

5.4.4 The report of the external evaluation team will be provided to the college for comment.

5.4.5 When the report of the evaluation team and the college's response to it have been received, the documents will be evaluated by the Board along with the outcomes of the college's organizational evaluation, with a view to the proposal's acceptance or rejection.

5.4.6 The Board will arrange to visit the college in order to form a first-hand impression of the institution and its program(s). Normally this takes place in conjunction with the Board meeting where the college's initial program evaluation will be considered.

5.4.7 When the proposal is acceptable to the Board, the Board will recommend approval to the Minister. On the recommendation of the Minister, the Lieutenant Governor in Council may issue an Order in Council designating a private college as an institution that may grant a baccalaureate degree in respect of the approved program of study.

5.4.8 The Board's recommendation to the Minister may be accompanied by conditions which the college must meet before the Board finds the program acceptable. These conditions shall be communicated to the college for comment and written acceptance before the recommendation is forwarded to the Minister.

5.4.9 The Board may grant approval for a specified time, at the end of which a review of the college's efforts will take place.

5.4.10 When the proposal is rejected by the Board, the notification to the college (and, by copy, to the Minister) shall state reasons for rejection in general terms only.

5.4.11 A college intending to re-apply must again submit a program proposal stating the grounds upon which it has concluded that a renewed application might be successful.

5.4.12 Normally, no such program proposal will be considered by the Board within six months of the date of rejection of the initial application.

(references to BEd procedures removed January 2004)

5.5 Specific Bachelor of Education Board Procedures

In addition to the general procedure requirements noted in Article 5.4, the Board has the following specific procedures for review of Bachelor of Education program proposals. These guidelines for Bachelor of Education proposals amplify the accompanying flowchart at the end of this section.

5.5.1 A college proposing to offer either a 4-year Bachelor of Education or 2-year After Degree Bachelor of Education program, must initially submit a letter of intent which will be forwarded to the Minister of Learning for advice on the suitability of proceeding with a full review of the quality of the proposed program.

5.5.2 After considering the advice received from the Minister of Learning, the Board will inform the college whether or not to proceed to develop a full program proposal for review by the Board. (See Appendix IV and either Article 8.19 or 8.20.)

5.5.3 With respect to BEd programs, the Board reviews the college's program proposal as well as evidence about its success in offering teacher education transfer courses, where such transfer programs exist. In the case of After Degree BEd proposals, it will also look at the college's success in delivering other accredited degree programs.

5.5.4 Upon receipt of the program proposal, the Board will forward the proposal to the Director of Teacher Development and Certification branch of Alberta Learning to help the Board identify any specific issues or concerns that could be included in those identified by Board members during its initial review of the proposal.

5.5.5 The identified issues and concerns, which are forwarded to the college for response, will help the Board direct its external evaluation team. The college's response to the issues and concerns must be received by the Board prior to the evaluation team's site visit.

5.5.6 Upon receipt of its external evaluation team's report, the Board will send it to the college for response.

5.5.7 The Board will seek the advice of the Director of Teacher Development and Certification on the college's response to the identified issues and concerns, the external evaluation team's report, and the college's response to team's report.

(5.5 added January 2004)

5.6 Treatment of Successive Proposals Prior to First Comprehensive Evaluation

A college should initiate the process of accrediting a second or successive proposal by submitting a program proposal to the Board (see Appendix IV).

Generally, the Board will treat such proposals in accordance with the procedures that apply to first applications as previously outlined in this chapter.

The Board may modify the procedures in the light of circumstances that apply to a particular college, such as:

5.6.1 its history in relation to any previous application to the Board;

5.6.2 the nature of degree programs approved previously by the Board;

5.6.3 the nature of the degree program described in the current application; and

5.6.4 the length of time elapsed between the current application and the most recent organizational evaluation.

5.7 Treatment of Successive Proposals Following Favourable Comprehensive Evaluation

When a college has undergone a favourable Comprehensive Evaluation conducted by the Board at a time when it already offered a three-year degree with a concentration in the same discipline, the following procedures will apply with respect to proposals for four-year Arts and Science programs:

5.7.1 The college submits a program proposal in accordance with Appendix IV and the requirements of Articles 8.3.1 to 8.3.5 and 8.10.

5.7.2 Upon receipt of the proposal, the Board will examine it to determine whether the information provided by the college is adequate or whether further information is required.

5.7.3 When the Board is satisfied with the information provided by the college it will deal with the application as outlined in Articles 5.4.6 and 5.4.7.

5.7.4 The Board may also refer the proposal to external evaluators and enact the provisions of Article 5.4.

5.7.5 Upon request by the college, the Board may modify the procedures in the light of circumstances that apply to a particular college, such as:

(a) its history in relation to any previous application to the Board;

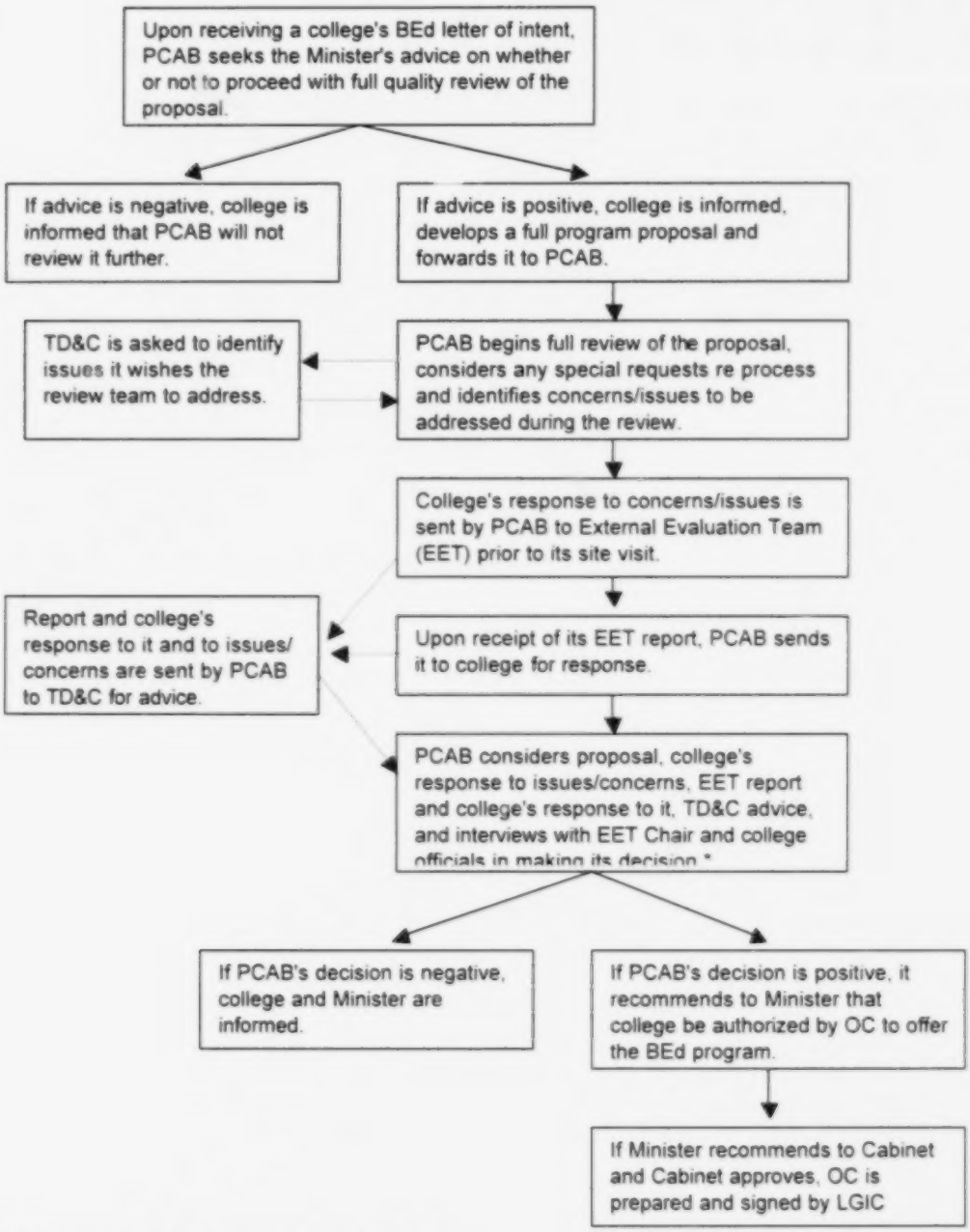
(b) the nature of degree programs approved previously by the Board;

(c) the nature of the degree program described in the current application; and

(d) the length of time elapsed between the current application and the most recent organizational evaluation.

(5.7.5 added December 1998 and renumbered January 2004)

Overview of the Accreditation Process for BEd Proposals


Upon receiving a college's BEd letter of intent, PCAB seeks the Minister's advice on whether or not to proceed with full quality review of the proposal.
If advice is negative, college is informed that PCAB will not review it further.
If advice is positive, college is informed, develops a full program proposal and forwards it to PCAB.
TD&C is asked to identify issues it wishes the review team to address.
PCAB begins full review of the proposal, considers any special requests re process and identifies concerns/issues to be addressed during the review.
College's response to concerns/issues is sent by PCAB to External Evaluation Team (EET) prior to its site visit.
Report and college's response to it and to issues/ concerns are sent by PCAB to TD&C for advice.
Upon receipt of its EET report, PCAB sends it to college for response.
PCAB considers proposal, college's response to issues/concerns, EET report and college's response to it, TD&C advice, and interviews with EET Chair and college officials in making its decision *
If PCAB's decision is negative, college and Minister are informed.
If PCAB's decision is positive, it recommends to Minister that college be authorized by OC to offer the BEd program.
If Minister recommends to Cabinet and Cabinet approves, OC is prepared and signed by LGIC

* Entering into a memorandum of agreement with an institution for the purpose of the certification of graduates is a separate matter.

LGIC - Lieutenant Governor in Council
PCAB - Private Colleges Accreditation Board
OC - Order in Council
TD&C - Teacher Development and Certification branch of Alberta Learning

CHAPTER SIX

APPEALS

6.1 Decisions of the Chair

Decisions made by the Chair of the Board or by anyone acting on behalf of the Board may, for demonstrable reasons, be appealed by the affected private college.

6.1.1 The appeal shall be directed to the Board.

6.1.2 The appeal shall be received by the Board within thirty days of the college's receipt of the decision being appealed.

6.1.3 The appeal shall come before the Board at its next official meeting, following receipt of the appeal, for the Board's initial consideration and, if possible, its decision.

6.1.4 The document conveying the appeal to the Board shall

(a) specify the decision being appealed;

(b) specify the grounds upon which the appeal has been launched; and

(c) specify matters for the Board's consideration, including any new information bearing on the subject of the appeal.

6.1.5 A representative of the appellant shall be invited to attend the meeting at which the appeal is considered to make a presentation and answer questions raised by Board members. The college representative shall not be present when the Board subsequently discusses the appeal and makes its decision.

6.1.6 The Board shall deal with the appeal as expeditiously as permitted by the nature and scope of matters which require the Board's consideration in order to arrive at a decision.

6.1.7 The college shall be notified of the Board's decision in a timely manner.

6.2 Decisions of the Board

Decisions of the Board may be appealed to the Minister.

6.2.1 The purpose of the appeal process is not to re-examine the application but to determine if the process followed:

(a) adhered to the process as outlined in the *Handbook*, and determine if a procedural error prejudiced the Board's consideration.

(b) allowed for a fair assessment of the application in view of conditions that exist for the applicant.

6.2.2 A written appeal is to be directed to the appeal coordinator at Alberta Learning within 30 days of the college's receipt of the decision being appealed or such later date as may be approved by the appeal coordinator.

Decisions of the Board may be appealed to the Minister. The appeal shall be received by the Minister within thirty days of the college's receipt of the decision being appealed.

(6.2 adopted December 2000)

CHAPTER SEVEN

EVALUATION TEAMS

7.1 Purposes

The Board may utilize one or more teams of qualified persons to provide judgements about an institution, an application or any other matter pertinent to the Board's considerations.

7.2 Composition and Size

The Board will determine the composition, size and number of teams utilized, as well as the scope and intensity of their evaluative activities. The Board's Executive Officer will be a member of all evaluation teams.

7.3 Terms of Reference

Specific terms of reference will be developed by the Board as needed for any individual evaluation team. General terms of reference that apply to most cases involving initial accreditation are provided in Appendix V. The Board also provides a guide for teams conducting comprehensive evaluations of accredited programs.

7.4 Selection of Team Members

Normally the Chair solicits names of prospective evaluators from members of the Board and from the college in question. Where there is a relevant professional association or licensing agency those organizations are also consulted. The final decisions on all matters relating to an evaluation team rest with the Board, including the team's membership and its terms of reference. Membership of all evaluation teams must be ratified by the Board.

7.5 Referral of Report

The report of an evaluation team will be forwarded to the college for its perusal and written comment prior to the Board's formal consideration of the report.

CHAPTER EIGHT

DEGREE PROGRAMS

Part I - General

The Board's role is to safeguard public interests in the quality and general acceptability of baccalaureate degree programs offered by private colleges. The Board must be satisfied that the level of learning achieved is consistent with that which is expected at the baccalaureate level, and that programs are comparable in quality to other similar degree programs offered in Alberta and elsewhere.

The definition of a baccalaureate degree is not a single one in today's academic environment. Baccalaureate degree programs may be of three or four years length beyond high school or may include a two-year program after a previous degree. It is not only the length of the baccalaureate program that distinguishes it from other programs of study such as certificates and diplomas, but its characteristics.

For the purposes of accreditation handled by this Board, the following description of such a degree shall guide its work:

A baccalaureate degree program is distinguished from other types of non-degree educational programs by the nature and level of curriculum components as reflected by these criteria:

(a) an integration of courses within specific pedagogical objectives and graduation outcomes;

(b) a high level of critical thinking is required;

(c) substantial theory and content in the major or concentration disciplines;

(d) an indication that the courses within the program have breadth and depth and there is a progression toward higher-level learning over the course of study;

(e) baccalaureate degree programs prepare the graduate for advanced study and/or for high-level decision-making in professional-level work.

(f) three- and four-year degree programs differ by the number of senior-level courses and the level of depth across the program.

The Board and its evaluation teams will look for programs and courses which develop general intellectual skills such as the ability to form independent judgment, to weigh values, to understand fundamental theory, and to appreciate cultural diversity.

(modified December 2001)

8.1 Program Types

8.1.1 The Board encourages colleges to be innovative in the design and delivery of degree programs to enhance the range of choice available and to meet the perceived needs of the 21st century learner, while at the same time respecting program features which have proven themselves over time and which are generally accepted by the post-secondary education system and by employers.

8.1.2 Each program proposal must be consistent with the college's approved mission statement and educational objectives.

8.1.3 The burden of proof that new and innovative approaches will be effective, and that the program proposed is at a level of knowledge and skills consistent with three- or four-year degrees rests with the college, and these issues must be addressed in the program proposal.

8.1.4 Proposals for three- or four-year BA or BSc programs, BEd and other professional programs, technical or applied programs, as well as cooperative or other work/study programs will be considered.

8.1.5 Program delivery may be through traditional on-campus classroom teaching or alternative means involving non-traditional learning formats and utilizing appropriate technologies, including distance learning.

8.2 Three-Year Programs: General Regulations

8.2.1 Two acceptably qualified full-time continuing academic staff shall normally be the minimal staffing requirement for each concentration offered (see Article 8.7). This condition may not be sufficient in all cases.

8.2.2 Subject to the approval of the Board, a college may be able to justify the use of up to 2.0 FTE if academic staff teach in more than one discipline or if part-time academic staff are employed, but at least 1.0 FTE must be from continuing academic staff.

8.2.3 Where academic staff are assigned to teach in more than one discipline, the sum of their fractional contributions cannot exceed 1.0 FTE.

8.2.4 New concentrations, after an initial approval of a three-year baccalaureate degree program, may be proposed for approval to the Board. The following information must be included in a proposal for a new concentration:

(a) the minimum number of courses in the concentration;

(b) a description of the program by year;

(c) a staffing plan that meets the Board's requirements as outlined in Articles 8.2.1 and 8.2.2;

(d) a brief description of the goals and objectives of the proposed program, indicating distinctive features of the program and its relationship to the mission and educational objectives of the college;

(e) a description of the facilities, laboratory and computer equipment (as applicable) available to meet the specialized demands of the program

(f) a fiscal plan for implementation, including fees to be charged.

(g) a report of a review by at least one independent academic expert in the area of the concentration, together with the college's comments on the review. As well, the college shall provide summary career information about the expert(s) and outline why the expert was selected. (See Appendix VII for guidance when selecting the reviewer.)

8.2.5 The Board may also refer a proposal to offer a new concentration to external evaluators and enact the provision of Article 5.4.

(8.2 modified December 2001)

8.3 Four-Year Programs: General Regulations

8.3.1 Each four-year program normally will make provision for at least one area of specialization (major).

8.3.2 Each major offered within a four-year degree program requires approval of the Board. The minimum number of courses comprising a major must be stated by the college.

8.3.3 In the case of a four-year program, the college is required to consult three independent academic experts outside the college regarding all aspects of the program. One of the three experts must conduct an on-site visit and assess the college's library holdings and information access arrangements pertaining to the program area. The reports of these assessors shall be made available to the Board, together with the college's comments, when the program proposal is submitted. As well, the college shall provide summary career information about these experts and outline why they were selected (see Appendix VII).

8.3.4 Three acceptably qualified full-time continuing academic staff shall normally be the minimal staffing requirement for each disciplinary major offered (see Article 8.7). This condition may not be sufficient in all cases.

8.3.5 Subject to the approval of the Board, a college may be able to justify the use of part-time academic staff for up to 2.0 FTE, but <u>at least</u> one continuing academic staff member must be devoted full-time to a four-year program.

8.3.6 Where academic staff are assigned to teach in more than one discipline, the sum of their fractional contributions cannot exceed 1.0 FTE.

8.4 Delivery of Board-Accredited Degree Programs Outside Alberta

The Board is concerned with the delivery of an accredited degree program within Alberta, although it is not averse to the program also being delivered outside this province. In such cases, the college must notify the Board of its intention to deliver the accredited degree program in another jurisdiction and provide evidence that it does not adversely affect the program offered in Alberta.
The Board expects that the college will comply with the oversight rules of any other jurisdiction in which it offers Board-accredited degree programs.

(8.4 added December 2002)

Part II - Liberal Arts and Science (BA or BSc) Programs

8.5 General

A college with a liberal arts and science mandate may apply to offer broadly based three-year or four-year Bachelor of Arts and/or Bachelor of Science degree programs. The general education component of these degree programs contributes to the cultural/aesthetic, sociological/political, and scientific/technological knowledge expected of educated persons in society.

8.6 Areas of Study

8.6.1 In order to ensure that students are provided with sufficient breadth of study, a college proposing to offer a degree must be offering at least three areas of study: Humanities, Sciences, Social Sciences

(a) with not less than three disciplines available in each of the three areas of study, and

(b) with a minimum of ten disciplines available in total.

8.6.2 Instructional staff in every area shall include a sufficient number of full-time continuing academic staff who have desirable qualifications as outlined in Article 9.6.3.

8.7 Disciplines

8.7.1 The areas of study to be offered by a college will consist of Arts and Science disciplines such as those listed below:

Humanities

Classics	Languages
English	Philosophy
Fine Arts	Religious Studies
History	

Social Sciences

Anthropology	Political Science
Economics	Psychology
History	Sociology
Human Geography	

Sciences

Astronomy	Earth Sciences
Biology	Mathematics
Chemistry	Physics
Computing Science	

8.7.2 The college must identify which of its courses are considered to comprise Arts and Science disciplines.

8.8 Interdisciplinary and Thematic Programs

8.8.1 The Board will also consider interdisciplinary and thematic BA and/or BSc degree programs.

8.8.2 An interdisciplinary or thematic BA or BSc degree is a program which has a clear focus and program objectives that are developed through a combination and integration of courses and staffing from two or more academic areas. Normally such interdisciplinary and thematic concentrations or majors shall be identified by the term "studies" (e.g., BSc with a major in Environmental Studies).

8.8.3 If a program does not have any integration of courses but draws from more than one area the name of the concentration or program should be "general studies".

8.8.4 Each interdisciplinary and thematic program shall have at least one appropriately qualified continuing faculty member whose responsibilities include coordination of the program.

8.8.5 Other general regulations for 3- and 4-year programs (e.g., staffing, reviewers) listed in the *Handbook* shall be applied to these interdisciplinary or thematic programs.

(8.8.1 through 8.8.5 added June 2002)

8.9 Three-Year BA/BSc Programs

8.9.1 A three-year baccalaureate in Arts or Science will normally consist of the following:

(a) at least 90 credits or the equivalent;

(b) six credits in each of the three areas of study: Humanities, Social Sciences, and Sciences;

(c) a minimum of 72 credits in Arts and Science courses;

(d) a minimum of 45 credits at the senior level;

(e) a minimum of three credits in each of six disciplines;

(f) a maximum of 42 credits in any one discipline.

8.9.2 Any proposed deviation from the above should be fully justified by the college and will require the Board's approval.

8.10 Four-Year BA/BSc Programs

8.10.1 A four-year baccalaureate in Arts or Science will normally consist of the following:

(a) at least 120 credits or the equivalent;

(b) six credits in each of the three areas of study: Humanities, Social Sciences, and Sciences;

(c) a minimum of 102 credits in Arts and Science courses;

(d) at least 72 credits at the senior level;

(e) a minimum of three credits in each of six disciplines;

(f) a maximum of 72 credits in any one discipline;

(g) a minimum of 42 credits in the major. Normally 30 of the 42 credits should be at the senior level. Cognate courses and prerequisite courses that are counted within the 42 credits should be justified as to their relevance to the major. "Senior level" implies that the courses are not introductory courses and assumes some foundation of basic skills.

(Explanation following 8.10.1(g) added February 2000)

8.10.2 Any proposed deviation from the above should be fully justified by the college and will require the Board's approval.

Part III - After Degree Programs

8.11 Proposals

8.11.1 Once a private college is authorized to offer at least one Board-accredited degree program, it may apply to offer two-year baccalaureate after degree programs for students who hold the prerequisite recognized prior degree.

8.11.2 After degree programs are typically designed to provide a high-level professional education built upon a three- or four-year baccalaureate degree that provides relevant prior education of both breadth and depth in preparation for the more specialized after degree program to follow.

8.11.3 It is incumbent upon the applicant institution for an after degree program to specify the nature and relevance of the prerequisite first degree for the after degree applied for.

8.11.4 There is an expectation that graduates of an after degree program will be eligible for certification and/or membership in the professional organization(s) relevant to the area of after degree study.

8.11.5 Applications for after degree programs will be required to show evidence of consultation with stakeholder groups which have a specific interest in the preparation of graduates in the relevant after degree field, e.g., accrediting bodies, professional organizations.

8.12 General Regulations

8.12.1 A college must clearly state the minimum number of courses in the first degree that are required for admission to the after degree program in the following areas:

(a) general education courses

(b) courses in the major relevant to the after degree field of study

(c) courses of a professional nature related to the after degree field of study

8.12.2 A two-year baccalaureate after an approved degree will consist of the following:

(a) at least 60 credits or the equivalent

(b) a minimum of 42 credits in the after degree field of study

(c) an appropriate number of credits (weeks) in practice related study, e.g., practica, internships, cooperative work-study, etc.

(8.11 through 8.12 added February 2002)

Part IV - Other Degree Programs

8.13 Types of Programs

The Board will consider proposals for other degree programs, including the following, if they are consistent with the mission and educational objectives of the college.

8.13.1 Programs which lead to degree credentials other than BA, BSc or BEd.

8.13.2 Programs which lead to professional, technical or applied degrees (including BSc degrees).

8.13.3 Programs which include cooperative or other work/study arrangements.

8.13.4 Programs which are offered jointly with (or in cooperation with) another institution but where the college will have responsibility for awarding the degree.

8.13.5 Programs which are fast-tracked to enable a student to complete a degree program in a shorter time.

8.13.6 Programs which utilize appropriate technologies, including distance learning programs where students can learn at their own pace and do not need to come to a college site.

8.13.7 Programs which are interdisciplinary or thematic in nature but include a focus other than arts or science may be proposed. The guidelines that are included in 8.8.4 and 8.8.5 shall be applied to such interdisciplinary programs.

(8.13.7 added June 2002)

8.14 Bachelor of Music

8.14.1 The Bachelor of Music (BMus) is a degree for which the concept of a major is defined in a specialized way. While not all institutions in North America offering a BMus refer to their program "foci" (e.g., performance, music history, etc.) as majors, there is general consensus that such foci are referred to and detailed on the parchments as "majors". Normally BMus programs are 4 years in length.

8.14.2 For the purposes of evaluation by the Board, BMus programs shall not be required to meet the requirements stated in 8.3.2 and 8.3.3. The initial BMus shall be reviewed as a unified program regardless of whether several majors are presented in the initial application. Any subsequent additions of majors in the BMus after the initial application shall require a proposal which includes a description, staffing plan to deliver the program and a review by one expert reviewer.

8.14.3 The nomenclature for the degree shall be Bachelor of Music (Major) or Bachelor of Music (General).

8.14.4 Other general regulations (e.g., staffing, reviewers) for four-year programs listed in the *Handbook* shall be applied to this program.

The BMus program normally consists of a core making up about half of the program; other music courses make up the remainder of the program. The distribution of the remaining courses determines whether it shall be termed a "general" program or one designated as having a specified major. (This description is based on Spring 2000 information provided by the Canadian University Music Society.)

8.14.5 A four-year BMus will normally consist of the following:

(a) at least 120 credits or the equivalent;

(b) a minimum of 72 credits at the senior level.

8.14.6 Each program will be evaluated within the context of the Canadian University Music Society guidelines for the program in effect at the time of application.

(8.14 added December 2001)

8.15 Bachelor of Technology

8.15.1 A Bachelor of Technology (BTechnology) degree normally consists of four years of study. The program is intended for professionally oriented students. The BTechnology program is to provide students with the skills and knowledge necessary to adapt to the rapidly changing work and market conditions and to develop critical thinking skills in a work environment. The BTechnology differs from a Bachelor of Science degree program which focuses on more rigorous scientific aspects of a field. The Bachelor of Science targets students who desire a broader scientific education in order to develop research and analytical skills for future research work.

8.15.2 The nomenclature for the degree shall be Bachelor of Technology in (discipline).

8.15.3 Most BTechnology programs will specify a major. Concentrations within these disciplines are also possible.

8.15.4 BTechnology programs will be expected to provide evidence that graduates will be eligible to be admitted to appropriate professional associations, if applicable, and under what conditions they may be considered for appropriate professional graduate studies programs.

8.15.5 A four-year BTechnology degree program will normally consist of the following:

(a) at least 120 credits or the equivalent;

(b) at least 72 credits at the senior level;

(c) a minimum of 18 liberal arts credits (these include credits in Humanities and Social Sciences);

(d) a minimum of 42 credits in the major. At least 30 of the 42 credits should be at the senior level.

Courses within the program may also be specified in these areas: Professional Fundamentals (may include selected course in information management, ethics, communication), or courses which support the technical specialty (e.g., mathematics, psychology, business, etc.). Proposals should indicate clearly the professional/technical support courses, and where in the program these will be handled.

(8.15 added December 2001)

8.16 Business Degree Programs

8.16.1 Baccalaureate programs in business are offered in Canada under a range of nomenclature although the Bachelor of Commerce appears to be the most common degree label. Several other labels include the Bachelor of Management, Bachelor of Business Administration, and Bachelor of Business Operations. These labels represent business degrees with different structures and approaches. The programs may be three or four years in length. Programs in business may be offered using any one of these labels provided that a rationale for the label is included in the proposal, and the curriculum presented is consistent with the label.

8.16.2 For four-year programs with a specified major, the major should be consistent with the educational objectives of the institution and the available faculty. Such initial programs with a major shall be reviewed as a unified program regardless of whether several majors are presented in the initial application. Any subsequent additions of majors in a four year business program after the initial application, shall require a proposal which includes a program description, a detailed staffing plan to deliver the program, and a review by one expert reviewer.

8.16.3 Other general regulations for staffing, review of programs, etc. for three- or four-year programs listed in the *Handbook* shall be applied to this program.

8.16.4 Four-year business programs will normally consist of the following:

(a) at least 120 credits or the equivalent;

(b) a minimum of 72 credits at the senior level.

8.16.5 Three-year business programs will normally consist of the following:

(a) at least 90 credits or the equivalent;

(b) a minimum of 45 credits at the senior level.

(8.16 added December 2001)

8.17 Program Evaluation

8.17.1 The Board will take into consideration the unique characteristics of program proposals in selecting individuals to serve on program evaluation teams.

8.17.2 If there is a relevant professional association and/or licensing agency the Board will also consult with such bodies in the formation of evaluation teams.

8.18 Program Advisory Committees

Applied, cooperative (work/study) and professional degree programs should have a program advisory committee with members drawn from professional bodies, prospective employers and other agencies, in order to enhance program design, program improvement in on-going delivery, and the employability of graduates.

Part V - Education Degree Programs

8.19 Four-Year Bachelor of Education Programs

General Regulations

8.19.1 A college must clearly state the graduation requirements a student must complete to receive a Bachelor of Education degree including:

(a) The minimum number of credits that must be successfully completed

(b) The maximum number of credits (Education, Arts, Science and vocational), that may be transferred from other recognized institutions

(c) The graduation GPA and how it will be calculated

(d) Successful completion of all practicum requirements

8.19.2 There is an expectation that graduates of a four-year Bachelor of Education degree program will be eligible for certification and membership in the professional organization. A college must inform students that Alberta Teaching Certificates are issued by the Minister of Learning and the Registrar, Teacher Development and Certification, Alberta Learning. Students should be made aware that the Registrar may not issue a teaching certificate to persons who have been convicted of an indictable offence under the Criminal Code or who the Registrar has reason to believe should not be issued a certificate.

8.19.3 A college should specify any professional standards that students in this program are expected to follow, including any applicable institutional codes of student conduct. As well, students should be made aware of the professional standards of the Alberta Teachers' Association Code of Professional Conduct.

8.19.4 A college should provide evidence of all policies that will guide the management of this particular professional program, including any requirements for a criminal record check and speech/language competency, policies and practices related to field and practicum placements, credit transfer, transfer from one area of study to another (elementary to secondary; secondary to elementary), how inactive student programs will be treated, visiting students, etc.

8.19.5 A college should identify which of its courses are considered to comprise Arts and Science disciplines and professional courses in Education and other academic disciplines (Physical Education, Business, etc.).

8.19.6 If a college has common core requirements across all its programs for all students, a college must demonstrate how this core fits into the BEd program requirements.

8.19.7 A college should specify how the program deals with professional ethics in education.

8.19.8 An elementary area of study may identify one or more minors which must be listed in the institution's calendar and must appear on a graduate's transcript. The minor will not appear on the parchment which is awarded upon completion of the degree

program. Students may be required to complete one or more courses in curriculum and instruction in the minor discipline within the program. A college must state the minimum number of courses comprising such minors.

8.19.9 Teaching subject majors (specializations) or minors available at a particular institution within a secondary area of study must be listed in the institution's calendar and must appear on a graduate's transcript. The major or minor will not appear on the parchment which is awarded upon completion of the degree program. The minimum number of credits comprising a major or minor and the number of curriculum and instruction credits within the program must be stipulated. Secondary teaching subject majors and minors must be aligned with the Alberta Program of Studies or commonly accepted teaching specializations such as special education, intercultural education, instructional technology, religious and moral education, etc.

8.19.10 A new teaching subject major (specialization) or minor, after initial approval of the 4-year BEd degree program, may be proposed for approval to the Board. The following information must be included in a proposal for a new teaching subject major (specialization) or minor:

(a) The minimum number of credits in the teaching subject major or minor

(b) A staffing plan that meets the Board's requirements

(c) Evidence of the availability of sufficient courses in the teaching subject major or minor

(d) A report of a review by at least one independent academic expert in the area of the teaching subject major or minor, together with the college's comments on the review. The college shall provide summary career information about the expert(s) and outline why the expert was selected. (See Appendix VII for guidance when selecting the reviewer.)

8.19.11 BEd programs should have a program advisory committee. Provision should be made for representation from the Alberta Teachers' Association and other educational stakeholders on the committee.

8.19.12 A student's practicum placements must:

(a) be in a public, separate or accredited private school, and

(b) clearly state the standards for successful completion, how and by whom those standards will be evaluated, and the nature of the appeal process in case of failure.

8.19.13 Provision must be made for the identification and selection of partnership schools to participate in the practicum and other aspects of the program, and for orienting teachers and administrators serving in those schools.

Areas of Study

8.19.14 A four-year baccalaureate in Education must be planned with an elementary and/or a secondary education area of study. (For the BEd after degree guidelines see Article 8.20.)

Faculty and Support Staff Components

8.19.15 Sufficient numbers of full-time continuing faculty who have desirable qualifications and are appropriate to the objectives and subject matter of the proposed program of study shall be required and is subject to the approval by the Board. The specific professional qualifications required for Education faculty are listed in the *Handbook* in Article 9.6.6.

8.19.16 Appropriate numbers of administrative and support personnel with the appropriate qualifications for this program are required and are subject to the approval by the Board. See Article 9.6.2 of the *Accreditation Handbook*.

Program Requirements

8.19.17 A four-year baccalaureate in the elementary education area of study will normally consist of the following:

(a) At least 120 credits or the equivalent. (If the program includes pre-professional year(s), the courses and the number of credits that may be taken in that year(s) should be specified.)

(b) A minimum of 24 credits in non-Education areas. For each area, the institution should specify the number of course credits, the areas from which courses may be selected, and whether any specific courses are recommended.

(c) A minimum of 48 professional Education course credits. These should be specified in terms of required and optional courses and the manner in which each of these fulfills the knowledge, skills and attributes (KSAs) requirements for beginning teachers listed in the Alberta Learning document, *Teaching Quality Standard (TQS) Applicable to the Provision of Basic Education in Alberta (Ministerial Order #015/97)*.

(d) A minimum of 12 weeks of supervised practicum/field experience (student teaching). A college should specify whether this experience would be divided into an introductory and an advanced placement and the number of weeks comprising each experience. No placement should solely be in a kindergarten setting.

(e) A minor will consist of 18 to 24 course credits. These should be specified for each minor offered. Each minor in a program must specify the number of credits required, how many must be at the senior level, the number of non-Education and Education courses, as well as any prerequisites that are required.

(f) Programs should specify the number of credits that may be taken as non-Education options and open options. Open options may include Education courses.

8.19.18 A four-year baccalaureate in the secondary education area of study will normally consist of the following:

(a) At least 120 credits or the equivalent (if the program includes pre-professional year(s), the number of credits that may be taken in that year(s) should be specified.)

(b) A teaching subject major with a minimum of 36 course credits. The required number of credits in curriculum and instruction related to the major must be specified in the institution's calendar.

(c) A teaching subject minor with a minimum of 18 course credits. The required number of credits in curriculum and instruction related to the minor must be specified in the institution's calendar.

(d) A minimum of 48 professional Education course credits. These should be specified in terms of required and optional courses and the manner in which each of these fulfills the knowledge, skills and attributes (KSAs) requirements for beginning teachers listed in the Alberta Learning document, *Teaching Quality Standard (TQS) Applicable to the Provision of Basic Education in Alberta (Ministerial Order #015/97)*.

(e) Programs should specify the number of credits that may be taken as non-Education options and open options. Open options may include Education courses.

(f) Programs should indicate the minimum number of credits that must be at the senior level in both the major and the minor.

(g) A minimum of 12 weeks of practicum/field experience (student teaching). A college should specify whether this experience would be divided into an introductory and advanced placement and the number of weeks comprising each experience.

Proposals

Bachelor of Education program proposals must meet the Board's expectations with respect to proposals as outlined in Appendix IV. In addition, the following guidelines also apply:

8.19.19 Proposals for teacher preparation programs must include an assessment of the key competencies (knowledge, skills and attributes for beginning teachers) for each course in the program in order to demonstrate that the program meets the quality teaching standards in Alberta (see Ministerial Order #016/97) *Teaching Quality Standard (TQS) applicable to the Provision of Basic Education in Alberta*).

8.19.20 When preparing the proposal, the college is encouraged to consult with appropriate personnel in Alberta Learning, the Alberta Teachers' Association, the Association of Independent Schools and Colleges in Alberta, the College of Alberta School Superintendents, the faculties of Education at other Alberta institutions, and school jurisdictions regarding the proposed program. Relevant outcomes of the consultations should be included with the program proposal. It is particularly important to provide evidence that students will be able to obtain the required practicum experiences in a variety of school settings.

8.19.21 Program proposals should list the available teaching subject majors and minors and demonstrate that the number of teaching subject majors are appropriate to the resources and viability of the program.

8.19.22 Program proposals should indicate the minimum number of credits that must be at the senior level in both the major and the minor.

8.19.23 Proposals should demonstrate that students in these programs would be able to obtain appropriate practicum/field placements.

(8.19 added January 2004)

8.20 Bachelor of Education After Degree Areas of Study

General Regulations

8.20.1 A college must clearly state the graduation requirements a student must complete to receive a Bachelor of Education After Degree including:

(a) The minimum number of credits that must be successfully completed,

(b) The maximum number of Education credits that may be transferred from other recognized institutions

(c) The graduation GPA and how it will be calculated

(d) Successful completion of all practicum requirements

8.20.2 There is an expectation that graduates of an after degree program will be eligible for certification and membership in the professional organization. A college must inform students that Alberta Teaching Certificates are issued by the Minister of Learning and the Registrar, Teacher Development and Certification, Alberta Learning. Students should be made aware that the Registrar may not issue a teaching certificate to persons who have been convicted of an indictable offence under the Criminal Code or who the Registrar has reason to believe should not be issued a certificate.

8.20.3 A college should specify any professional standards that students in this program are expected to follow, including any applicable institutional codes of student conduct. As well, students should be made aware of the professional standards of the Alberta Teachers' Association Code of Professional Conduct.

8.20.4 A college should provide evidence of all policies that will guide the management of this particular professional program, including any requirements for a criminal record check and speech/language competency, policies and practices related to field and practicum placements, credit transfer, transfer from one area of study to another (elementary to secondary; secondary to elementary), how inactive student programs will be treated, visiting students, etc.

8.20.5 A college should specify how the program deals with professional ethics in education.

8.20.6 A college must state the minimum number of courses in a teaching subject required for admission to its secondary education area of study. There may be specific courses

required, as well, for admission to an elementary education program. A secondary education area of study must require students to complete at minimum of 3 credits in curriculum and instruction in each teaching subject area (major and minor) in a secondary program, and at least 9 credits in curriculum and instruction in an elementary program.

8.20.7 Elementary and secondary education areas of study may recognize one or more minors completed by candidates prior to admission and require them to complete one or more courses in curriculum and instruction in the minor discipline within the program. The college must state the minimum number of credits comprising such minors.

8.20.8 The teaching subject majors (specializations) or minors available will be entered in the institution's calendar and must appear on a graduate's transcript. The major or minor will not appear on the parchment which is awarded upon completion of the degree program.

8.20.9 A new teaching subject major (specialization) or minor, after initial approval of the 2-year after degree BEd program, may be proposed for approval to the Board. The following information must be included in a proposal for a new teaching subject major (specialization) or minor:

(a) The minimum number of credits in the teaching subject major or minor

(b) A staffing plan that meets the Board's requirements

(c) Evidence of the availability of sufficient courses in the teaching subject major or minor

(d) A report of a review by at least one independent academic expert in the area of the teaching subject major or minor, together with the college's comments on the review. The college shall provide summary career information about the expert(s) and outline why the expert was selected. (See Appendix VII for guidance when selecting the reviewer.)

(e) Programs should indicate the minimum number of credits that must be at the senior level in both the major and the minor.

8.20.10 BEd programs should have a program advisory committee. Provision should be made for representation from the Alberta Teachers' Association and other educational stakeholders on the committee.

8.20.11 A student's practicum placements must:

(a) be in a public, separate or accredited private school, and

(b) clearly state the standards for successful completion, how and by whom those standards will be evaluated, and the nature of the appeal process in case of failure.

8.20.12 Provision must be made for the identification and selection of partnership schools to participate in the practicum and other aspects of the program, and for orienting teachers and administrators serving in those schools.

Areas of Study

8.20.13 The areas of study to be offered by a college will be elementary education and/or secondary education.

Program Requirements

8.20.14 A two-year baccalaureate in Education after an approved degree will consist of the following:

(a) At least 60 credits or the equivalent

(b) A minimum of 48 professional Education course credits. These should be specified in terms of required and optional courses and the manner in which each of these fulfills the knowledge, skills and attributes (KSAs) requirements for beginning teachers listed in the Alberta Learning document, *Teaching Quality Standard (TQS) Applicable to the Provision of Basic Education in Alberta (Ministerial Order #015/97)*

(c) A minimum of 12 weeks of supervised practicum/field experience (student teaching). A college should specify whether this experience would be divided into an introductory and an advanced placement and the number of weeks comprising each experience. For the elementary area of study, no placement should solely be in a kindergarten setting.

(d) At least 6 credits in curriculum and instruction (methods)

(e) At least three credits in each of the administrative (e.g. legal, professional), and social foundations (e.g. historical, philosophical, sociological) of Education; and at least six credits in the psychological (e.g. learning, development) foundations of Education.

Faculty and Support Staff Components

8.20.15 A critical mass of staff suited to the objectives and design of the program in each area of study shall be proposed by the college and is subject to approval by the Board.

8.20.16 Instructional staff in every area shall include a sufficient number of full-time continuing academic staff who have desirable professional qualifications as outlined in Article 9.6.6.

8.20.17 Appropriate numbers of administrative and support personnel with the appropriate qualifications for this program are required and are subject to the approval by the Board. See Article 9.6.2 of the *Accreditation Handbook*.

Proposals

Bachelor of Education After Degree program proposals must meet the Board's expectations with respect to proposals as outlined in Appendix IV. In addition, the following guidelines also apply:

8.20.18 Once a private college is authorized to offer at least one Board-accredited degree program, it may apply to offer two-year Education baccalaureate after degree programs for students who hold the prerequisite recognized prior degree.

8.20.19 The prior degree must be a three- or four-year baccalaureate from a recognized institution that provides relevant prior education of both breadth and depth in preparation for the more specialized after degree program to follow.

8.20.20 It is incumbent upon the applicant institution for an after degree program to specify the nature and relevance of the prerequisite first degree for the after degree applied for.

8.20.21 Proposals for teacher preparation programs must include an assessment of the key competencies (knowledge, skills and attributes for beginning teachers) of each course in the program in order to demonstrate that the program meets the quality teaching standard in Alberta (*Ministerial Order (#016/97) Teaching Quality Standard (TQS) Applicable to the Provision of Basic Education in Alberta*).

8.20.22 When preparing the proposal, the college is encouraged to consult with appropriate personnel in Alberta Learning, the Alberta Teachers' Association, the Association of Independent Schools and Colleges in Alberta, the College of Alberta School Superintendents, the faculties of Education, and school jurisdictions regarding the proposed program. Relevant information about the outcomes of the consultations should be included in its program proposal. It is particularly important to provide evidence that students will be able to obtain the required practicum experiences in a variety of school settings.

8.20.23 Program proposals should list the available teaching subject majors and or minors and demonstrate that the number of teaching subject majors are appropriate to the resources and viability of the program.

8.20.24 Program proposals should indicate the minimum number of credits that must be at the senior level.

8.20.25 Proposals should demonstrate that students in these programs would be able to obtain appropriate practicum/field placements.

(8.20 is revised and replaces former 8.13 thru 8.17 January 2004)

CHAPTER NINE

ACADEMIC STAFF

The Board's concern is that a college employ an adequate number of well qualified academic staff members who are primarily responsible to the college and who will provide continuity and planning for each program.

9.1 Number of Academic Staff

The minimum number of academic staff required varies according to program type and length, and the number of students enrolled (see Articles 8.2.1, 8.2.2, 8.2.3, 8.3.4, 8.3.5, 8.3.6, 8.6.2 and 8.12.3).

9.2 Part-Time Academic Staff

9.2.1 There should be a balance between full-time and part-time academic staff which provides assurance of continuity for each program.

9.2.2 Where part-time academic staff are employed in instruction, the contractual appointment policies of the college must ensure that such staff members are available for student consultation for a reasonable amount of time per week beyond the formal instructional hours.

9.3 Workload

9.3.1 A college shall have a written workload policy, distributed to all academic staff members, which takes into consideration the teaching load of the individual academic staff member, including preparation time, student consultations, administration (if applicable) and other workload expectations. If the college has research as part of its mission this must also be taken into consideration in establishing workloads.

9.4 Contractual Employment Issues

9.4.1 The contracts, letters of appointment or similar documents pertaining to the employment of academic staff must clearly describe the terms and conditions of employment (including tenure policy, if applicable).

9.4.2 The college must have a written policy governing procedures for appointment, performance evaluation and termination of academic staff; it must be distributed to all members.

9.4.3 The college should have a policy with respect to the ongoing professional development of academic staff throughout their career.

9.5 Scholarship and Research

9.5.1 Staffing policies must make adequate provision to ensure that academic staff engage in scholarship which will ensure that the course content remains current. (For the purpose of this *Accreditation Handbook* "scholarship" refers to the identification and critical review of new knowledge in the discipline, with the objective of improving teaching.)

9.5.2 A college may require a specific level of research productivity (or other equivalent creative activity) and if so must state this clearly in its mission statement and include this expectation in its contractual employment documents. (For the purpose of this *Accreditation Handbook* "research" refers to the creation of new knowledge and its application, and other equivalent creative activity.)

9.6 Qualifications of Academic Staff

9.6.1 General

The qualification for both continuing and part-time academic staff (where applicable) should be matched to the mission statement and educational objectives of the college.

9.6.2 Minimum Qualification

The minimum qualification for each academic staff member (continuing, part-time or contract) offering instruction in an accredited program shall normally be an acceptable Master's degree or equivalent in the discipline in which the staff member is assigned to teach.

In each case in which equivalence is stated, the onus is on the college to inform the Board of the basis on which equivalence is claimed. The Board may also refer a case to a third party for advice as to whether equivalent qualifications are held.

The above does not preclude the use in supporting roles of instructors with lower qualifications (e.g. Bachelor's degrees or other certification). Supporting roles are those that include teaching in tutorials, providing laboratory assistance, giving individual lessons, or teaching performance courses in such areas as music, music ensemble, drama, dance, and physical activity. However, courses in these areas that deal with the more cognitive aspects of these subjects will require the minimum qualifications for faculty members or part-time instructors (e.g. Modern Dance Techniques represents a performance course in which less than a Master's degree might be approved, whereas a course called Dance in Society would be considered a non-performance course and would require a Master's degree or equivalent).

(last paragraph modified June 2003)

9.6.3 Desirable Qualifications

9.6.3.1 The desirable qualification of an academic staff member offering instruction is an acceptable doctoral degree or terminal degree in the discipline in which the staff member is assigned to teach.

9.6.3.2 For colleges with a technical or applied emphasis the desirable qualification of an academic staff member offering instruction is at least a Master's degree (or equivalent) with a background of personal experience in relevant employment as an alternative to the desirable qualification in 9.6.3.1 above.

9.6.4 Balance

9.6.4.1 Staffing policy should take into consideration the balance between academic staff members holding the minimum qualification and those holding the desirable qualifications.

9.6.4.2 Normally a majority of academic staff members offering instruction, expressed on an FTE basis, must hold the desirable qualifications.

9.6.5 Distribution of Staff

9.6.5.1 Notwithstanding a college's compliance with the foregoing requirements, the Board may judge the qualifications of academic staff to be unsatisfactory on the basis of their distribution among the disciplines which comprise a proposed degree program, and/or the total number of staff inadequate, and/or the proportion of part-time staff to be too high, depending on the demands of the program.

9.6.6 Professional Qualifications

9.6.6.1 For professional programs, academic staff members teaching professional courses must be eligible for professional certification as appropriate to the field of instruction.

9.6.6.2 Academic staff teaching Education courses must be eligible for teacher certification in Alberta.

CHAPTER TEN

FINANCIAL SECURITY REQUIREMENTS

The Minister has a responsibility to protect the interest of students and the public against the inability of the college to satisfactorily perform the contract implied by the college's calendar to deliver accredited degree programs to completion. An assessment of risk will be part of the organizational and program evaluations.

10.1 Ability to Provide Security

As part of the initial application a college shall provide satisfactory proof that it will be able to provide suitable financial security.

10.2 Security Requirements

Any college which has a proposed program recommended for approval by the Board and the Minister and is authorized by an Order in Council, must submit an appropriate security satisfactory to the Minister before the program can be advertised and implemented, in accordance with Articles 10.3 to 10.6 below.

10.3 Form of Security

The security must be in the form of an irrevocable Letter of Credit in favour of the Minister or other form of security satisfactory to the Minister, and be expressly for students in accredited degree programs.

10.4 Amount of Security Required

10.4.1 The basic amount of security shall be equal to the maximum amount of tuition payable by students enrolled in accredited degree program(s) in any given academic year, up to a maximum of $200,000 per college, or a higher amount as determined by the Minister based on the organizational evaluation or subsequent program evaluation.

10.4.2 The maximum amount of the security requirement per college shall not exceed the maximum amount of tuition and other mandatory program fees payable to students enrolled in all accredited degree programs in any given academic year.

10.4.3 If extraordinary circumstances arise which are deemed to increase the risk for students, the Minister upon the recommendation of the Board may increase the amount of the security requirement at any time, up to the maximum in Article 10.4.2.

10.5 Reduction of Risk and Security Requirement

In assessing the risks to students, the Board shall take into consideration the college's course transfer arrangements and any other teach-out arrangement which may be in place to enable students to complete their degree program at another institution.

10.6 Procedures

10.6.1 The security instrument must be submitted on standard forms provided by the Board.

10.6.2 The college must ensure that any security required and submitted with respect to an accredited degree program(s) remains in force for as long as there are students registered in the program(s).

10.6.3 The terms and the conditions pertaining to the security requirements, including enrollment limits, if any, will be included as part of the Board's recommendation with respect to the accreditation of all degree programs.

10.7 Forfeiture of Security

10.7.1 The Minister upon the recommendation of the Board may declare any security that has been submitted by a college to be forfeit to the Crown in the right of Alberta if in the Board's opinion the college is unable to continue offering the courses/programs covered by the security or is unable to meet its program obligations, and is unable or refuses to refund the applicable tuition and mandatory fees.

10.7.2 If a security is forfeited, the Minister is responsible for determining the amounts of tuition and mandatory fees to be refunded to students. In the case of a student's loan or grant assistance issued to participate in the program the refund shall be paid either to the financial institution that issued the loan or to the Provincial Treasurer where grant funding was received. If the amount of all tuition and mandatory fees to be refunded exceeds the amount of security, the security will be distributed pro rata.

10.8 Transitional Arrangements

The security requirement is applicable to all accredited programs. Transitional arrangements will be established to deal with all previously accredited programs.

(Chapter Ten updated February 1999)

CHAPTER ELEVEN

ADMISSION REQUIREMENTS

Although requirements may vary somewhat from one institution to another, a college's admission requirements should approximate the minimal requirements of degree-granting institutions throughout Canada.

Part I - General Requirements for All Programs

A college's admission requirements should indicate that both the content of high school programs and levels of achievement are important factors governing admissibility.

11.1 Elements of a Satisfactory Admission Statement

A college shall publish in its calendar a detailed statement of admission requirements which apply to all degree programs. The statement shall indicate the following, at least:

11.1.1 the high school subjects required for admission;

11.1.2 the minimal level of high school achievement required for admission;

11.1.3 whether English language competency must be demonstrated by the student, and if so, how;

11.1.4 the special provisions for admission that apply to an Adult Student. (The term "Adult Student" must be defined.);

11.1.5 the provisions that apply to a transfer student.

Part II - BEd After Degree Programs

A college's admission requirements should indicate that both the content of previous degree programs and levels of achievement are important factors governing admissibility.

11.2 Elements of a Satisfactory Admission Statement

A college shall publish in its calendar a detailed statement of admission requirements which apply to BEd programs. The statement shall indicate the following, at least:

11.2.1 that an applicant for admission must have completed an approved university degree from a recognized institution;

11.2.2 the nature and amount of course credits relevant to subjects taught in elementary schools and/or to each of the specializations (majors) in secondary education required for admission;

11.2.3 the minimal level of achievement in a previous degree program required for admission;

11.2.4 how competence in both oral and written English is to be demonstrated; and

11.2.5 the nature of the student selection process and criteria employed.

CHAPTER TWELVE

RESIDENCE REQUIREMENTS

12.1 General

12.1.1 The residence requirement should be sufficient to enable the institution to leave its unique impression upon the graduating student.

12.1.2 Residence requirements may differ within an institution for its various degree programs, according to their length, nature and purposes but will normally not be less than the equivalent of one year of full-time study.

12.2 Specific

12.2.1 A college must specify the residence requirement which applies to each of its degree programs. The nature and purpose of a residence requirement must be stated.

12.2.2 Normally, a college will specify the number of courses to be taken or credits to be earned at the college in order to satisfy the residence requirement and will indicate the portion of the total program during which the requirement is to be met.

12.2.3 The Board will judge the acceptability of residence requirements as stated by a college at the time its application is considered.

CHAPTER THIRTEEN

TRANSFER STUDENTS

A college shall publish in its calendar a statement of the basis upon which it treats applications for advance credit, including limits and conditions which apply to applicants who already possess a degree from another recognized institution.

13.1 Basis for Advance Standing

Applicants seeking advance credits towards a program are expected to present degree-level courses of suitable content which is of quality comparable to that of degree programs offered by the receiving college.

The receiving college may judge the acceptability of courses presented for advance standing by one or more of several means such as the following:

13.1.1 The sending institution(s) must have appropriate recognition in a publication of approved or accredited institutions. To determine if an institution is recognized the following publications are helpful:

(a) *The Directory of Canadian Universities* (AUCC)

(b) *World of Learning* (UNESCO)

(c) *Commonwealth Universities Yearbook* (Association of Commonwealth Universities)

(d) *Transfer Credit Practices of Designated Educational Institutions* (American Association of Collegiate Registrars and Admissions Officers)

13.1.2 The receiving college should be consistent with the principles, policies and procedures of the Alberta Council on Admissions and Transfer when ascertaining the acceptability of particular courses.

13.1.3 The receiving college may indicate courses listed as having degree-level status, in publications such as the *Alberta Transfer Guide* published by the Alberta Council on Admissions and Transfer.

13.1.4 The college may conduct a special assessment of the student's prior learning.

13.2 Meeting Residence Requirements

A transfer student must meet residence requirements as stated by the receiving college.

CHAPTER FOURTEEN

FINANCE

The Board's chief interest in the financial affairs of a private college is to assure itself, insofar as possible, that the institution is capable of fulfilling its commitment to students.

The Board will use two general criteria to judge the financial health of an institution: adequacy and stability.

14.1 Adequacy

An institution should be able to demonstrate that its income is (or will be) sufficient to sustain its programs in an acceptable manner.

14.2 Stability

Financial resources should be characterized by stability which indicates the institution is capable of maintaining operational continuity for an extended period of time.

14.3 Treatment in Program Proposal

14.3.1 A proposal of any degree program must include at least the following information in summary form:

(1) a statement of all revenues, by source, for each of the last three years;

(2) a statement of all expenditures, by category, for each of the last three years; and

(3) statements regarding proposed degree programs which present

(a) estimates of all related costs;

(b) estimates of additional funds required;

(c) a plan whereby such additional funds will be secured.

14.3.2 In any recommendation of approval to the Minister, the Board will advise the Minister of the steps that have been taken to assess the financial viability of the proposed programs.

CHAPTER FIFTEEN

TREATMENT OF CHANGE

15.1 The Board's Interests

Accreditation, as it applies to the Board's mandate, means the approval of specific programs offered in a context of supporting institutional elements such as facilities, services and relationships, as set out in the institutional self-study and other documents. Change which occurs between periodic formal evaluations is of interest to the Board on an on-going basis, and it constitutes one reason for the periodic evaluation of an institution.

15.2 College - Board Relationship

15.2.1 Changes within any college are the prerogative and responsibility of that college. The Board supports and encourages innovation and experimentation but it also has an obligation to be aware of the effects of change and to determine their implications, if any, for the college's accredited programs.

15.2.2 The Board's scrutiny of change in colleges with accredited programs is not intended to be unduly intrusive. It does constitute an application of the Board's authority but it may also be seen as providing flexibility in program development for colleges which may wish to modify programs between times of major, formal evaluations by the Board. The Board wishes to have an open relationship with colleges in which judgements may result in continuous program development and improvement. Such a relationship will be dependent upon good communication and the development of understanding and trust over a period of time.

15.3 Reporting Change

15.3.1 With respect to an approved degree program, a college shall inform the Board of any change which represents

(a) a reduction or loss of any physical facility necessary for the proper conduct of the program;

(b) a reduction or loss of any supporting service represented as being available to the program;

(c) failure to obtain or reduction of planned increases in financial resources supporting the program;

(d) failure to meet commitments made by the college at the time of approval or as a result of a review,

(e) substantial change in delivery of programs such as the use of additional sites or alternative delivery modes, or

(f) substantial change in the curriculum.

15.3.2 A college shall report to the Board any departure from the requirements of this *Accreditation Handbook*.

15.4 Notification of Termination/Suspension of Program(s)

15.4.1 The college shall notify the Board as soon as possible of the proposed termination or suspension of an accredited program, giving the reasons for the action to be taken. The Board must also be advised of the steps the college has taken to enable students in the relevant program(s) to complete them or to proceed with an acceptable alternate program, without loss of credits. A program phase-out period would normally be expected.

15.4.2 The college has a responsibility to ensure that the conditions associated with such a termination or suspension take into account the interests of the students enrolled in the affected program(s) (see Article 10.7).

15.4.3 The Board will advise the Minister of all program terminations or suspensions.

15.4.4 The college shall notify the Board of termination/suspension of a concentration in a three-year program, giving the reasons for the action taken. The Board must also be advised of the steps the college has taken to enable students in the relevant program(s) to complete them.

15.5 Re-activation of a Suspended Program

15.5.1 Re-activation of an accredited program which was suspended by the college requires the approval of the Board. Depending on the conditions at the college, the extent to which these may have changed since the program was first accredited, and the time elapsed since the program was suspended, the Board may require a special evaluation of the college and/or the relevant program (see Article 17.2.3).

15.5.2 A college must notify the Board of the proposed re-activation of a suspended or terminated concentration of a three-year accredited program (see Article 8.2).

15.6 Procedures

15.6.1 A college shall provide the Board with full information on the purpose and nature of change, as in Article 15.3.

15.6.2 Upon receipt of a description of change, the Chair will

(a) examine the description as presented by the college,

(b) make judgements as to the effect of the proposed change upon approved programs, and

(c) communicate the Chair's reactions to the college, as well as the Chair's decision taken under Articles 15.6.3 or 15.6.4.

15.6.3 In some cases, the Chair may approve the change, notify the college, and report this decision at the next meeting of the Board.

15.6.4 In other cases, the proposed change will go to the next meeting of the Board for its full consideration, including visitation and/or evaluation if necessary. Except in urgent cases, a college shall await the Board's decision before initiating the change.

CHAPTER SIXTEEN

RELEASE OF INFORMATION

The Board has adopted the following policy and regulations regarding the release of information.

16.1 Responsibilities of the Board

16.1.1 Public Announcement

The Board may make a public announcement of any decision it has made or action it has taken as a consequence of its evaluation of a college.

16.1.2 Evaluation Reports

All evaluation reports arising from the evaluation of a college pursuant to the provisions of the *Accreditation Handbook* are the property of the Minister, the Board and the college, and are not intended for general distribution.

The Board may provide copies of any or all evaluation reports to a person or persons engaged by the Board to evaluate a college or otherwise to advise and assist the Board in the conduct of its statutory duties.

The college may provide copies of evaluation reports to any party as it sees fit.

16.2 Responsibilities of the College

16.2.1 General

During its early contacts with a private college commencing procedures to have one or more programs accredited, the Board will secure the college's commitment to abide by the following advice regarding public statements.

(a) The process of achieving accreditation is lengthy and proceeds by stages. At each stage the Board may, for reason, delay the application, refer it back to the college for further treatment, or even reject it. The college, therefore, shall avoid any public statement which, for whatever reasons, might later embarrass or create pressures upon either the college or the Board.

(b) Any public statement made by the college shall be confined to facts which are appropriate to the status of the college with the Board at the time of the statement.

(c) A college's public statement, which makes reference to programs being planned or proposed, should specify particular degree programs.

(d) No public statements shall be made that imply or state that the college seeks, or has been given, "full" or "institutional" accreditation. Only specific degree programs are approved.

(e) In its public statements, a college must avoid expressions to the effect that

(i) it anticipates receiving program accreditation by a particular date, or

(ii) that the Board's approval is likely, or

(iii) that accreditation is imminent.

(f) In its public statements, a college shall avoid any statement or expression related to anticipated program accreditation which, by design, has the effect of serving as an inducement to potential students to seek admission to the college on the basis of such statement or expression.

16.2.2 Written Public Statements

(a) When referring in writing to its status with the Board, a college must include a statement which is appropriate to its stage in the accreditation process:

(i) During Stage 1, the statement must read as follows:

> The Private Colleges Accreditation Board has agreed to consider a formal application from (name of college) to offer a (name degree, e.g., a three-year Bachelor of Arts degree).

(ii) When the Board has moved the application to Stage 2, the statement must read as follows:

> The Private Colleges Accreditation Board is assessing the formal application from (name of college) to offer (name of degree).

(iii) When the Order in Council has been proclaimed, statements made by the college must include reference to the authority of the Government of Alberta and to the fact that it is the program that is accredited, not the entire institution. The following statements are provided as samples:

Sample 1
(Name of college) has received accreditation from the Government of Alberta to award (name degree, e.g. a three-year Bachelor of Arts degree).

Sample 2
On the recommendation of the Private Colleges Accreditation Board, the Government of Alberta has accredited (name of degrees) under section 81(3) of the *Universities Act* of Alberta.

Sample 3
Upon recommendation by the Private Colleges Accreditation Board to the Minister of Alberta Learning, the Lieutenant Governor of the Province of Alberta has signed Orders in Council authorizing the College to grant the (name of degrees) under the *Universities Act* of Alberta.

(b) In each case, a sentence such as the following might be added to describe the Board:

The Private Colleges Accreditation Board is appointed by the Government of Alberta to review and judge applications from private colleges interested in obtaining the authority to grant specific degree programs, and to submit its recommendations regarding such applications to the Minister of Alberta Learning.

16.2.3 Calendar Statements

Each private college that has been designated under Article 81(3) of the *Universities Act* shall include in its calendar a statement which names the degree programs so designated. The statement, in its form and placement, shall be such as to enable a reader to distinguish such degree programs from any other degree programs described in the calendar.

16.2.4 Internet Statements

Each private college that has been designated under Article 81(3) of the *Universities Act* shall include in a prominent place on its Internet home page, the following statement:

> By recommendation of the Private Colleges Accreditation Board to the Minister of Alberta Learning, (name of college) is authorized by the Government of Alberta to offer the following accredited degrees pursuant to the *Universities Act* of Alberta.

The accredited degree programs must then be listed and the words "Private Colleges Accreditation Board" must be hyperlinked so that the viewer can immediately go to the Board's site (http://www.pcab.gov.ab.ca) for further information about the accreditation process and the programs accredited by the Board.

(16.2.4 added February 1999)

CHAPTER SEVENTEEN

PERIODIC EVALUATION

Section 82, the *Universities Act* (RSA 2000), requires the Board to arrange for periodic evaluations of colleges which offer accredited degree programs and also empowers the Board, should it so determine, to recommend to the Minister that accreditation be withdrawn.

17.1 Purposes

The general purpose of periodic evaluation is to monitor the quality of approved degree programs on a continuing basis.

To achieve this purpose the Board will take various measures:

17.1.1 To assure itself that colleges satisfy those requirements of the *Accreditation Handbook* which have continuing application to approved degree programs and relevant features of a college.

17.1.2 To determine whether a college has met or has made satisfactory progress towards meeting any commitments made to the Board regarding programs, staff, libraries, facilities and any other matter.

17.1.3 To determine whether a college has

(a) satisfied conditions specified by the Board;

(b) considered fully the comments, suggestions and recommendations of reports by evaluation teams, insofar as they have been supported by the Board, and have responded satisfactorily to them; and

(c) developed suitable mechanisms to undertake its own self-evaluation.

17.1.4 To provide a basis for judgements regarding

(a) the continuation of an approved degree program,

(b) the placement of a college on probation and specification of remedial measures, or

(c) the withdrawal of approval of a degree program.

17.2 Forms of Evaluation

The Board will use the following means of evaluating colleges:

17.2.1 An Annual Report

The annual report will be submitted by each college with accredited degree programs no later than 1 November of each year. The form and minimum content will be prescribed by the Board.

(a) Each annual report will be considered formally by the Board as soon as is practicable after its receipt.

(b) After it has considered an annual report, the Board will convey to the college an acknowledgement of the report together with such comments as the Board may decide to offer.

(c) The Board may also require further information and initiate other follow-up action.

17.2.2 Comprehensive Evaluations

The Board will conduct at least one comprehensive evaluation (organizational and program evaluations) of a college offering accredited degree programs:

(a) The first evaluation will occur five years after the college was awarded its first accredited degree program. Normally, this evaluation will occur during the sixth academic year.

(b) A subsequent comprehensive evaluation may be conducted at the Board's discretion.

Normally, these two comprehensive evaluations will occur during the sixth and eleventh academic years, respectively.

(17.2.2 modified June 2003)

17.2.3 Special Evaluations

Where, in the judgment of the Board, circumstances warrant it, the Board may arrange a special evaluation of a college, or of any of its accredited programs, or of the proposed re-activation of a suspended accredited degree program (see Article 15.5). The college will be notified of

(a) the reason for the special evaluation,

(b) the purpose of the evaluation,

(c) the time of the evaluation,

(d) any preparation required of the college, and

(e) the size and composition of any evaluation team that may be used.

17.2.4 Future Evaluations

After the first successful comprehensive evaluation the Board expects the college to accept responsibility for its own evaluation within guidelines established by the Board. All institutions are expected to develop a systematic program evaluation plan which would be based on the following principles:

(a) Each accredited program would be reviewed every 5-7 years.

(b) A program's self-study would be conducted as part of the review and would include input from students, graduates, faculty and administration.

(c) The steering committee for the review should include an academic faculty member from the college who teaches in a program that is not being reviewed.

(d) Each program review should focus on the degree program's design, implementation and outcomes (including student and graduate satisfaction, employment rates of graduates, numbers of graduates who go on to further education, etc.)

(e) Scholarly and professional activity of faculty within the program as well as research and development grants would be included.

(f) A qualified external reviewer should participate in the review by reviewing the self-study, visiting the campus and conducting on-site interviews, and preparing a report.

The institution shall determine whether all concentrations within a 3-year BA or BSc should be reviewed together or whether a concentration should be reviewed at the time the like major in a 4-year program is being reviewed. (e.g., music concentration in a 3-year BA might be reviewed at the same time as the music major in a 4-year BA program).

The results of the review, together with the institution's response to the external reviewer's report and the steps to be taken to correct deficiencies shall be submitted to the Board.

The Board may comment on the review and retains all its rights to conduct external evaluations of its own with regard to any matter should it feel there is a need to do so to safeguard the quality of academic programs.

(17.2.4 modified June 2003)

17.2.5 Other Evaluations

In the event that any academic agency reviews and reports in writing upon any college matter relating to the Board's responsibilities, the college shall make available to the Board such a report.

17.3 Procedures

The following procedures will apply:

17.3.1 With respect to comprehensive evaluations as in 17.2.2, above:

(a) A year before the Board intends to conduct a comprehensive evaluation, it will notify a college of the pending evaluation.

(b) The college will conduct an institutional self-study as described in Article 4.7. In the case of the first comprehensive evaluation, the self-study should follow the propositions outlined in Appendix II and the indicators in Appendix III and shall conduct analysis and evaluation relating to accredited degree programs. In the case of subsequent comprehensive evaluations, the college will conduct a self-study in a form prescribed by the Board.

(c) The institutional self-study which is to be conducted by a college in preparation for the comprehensive evaluation is to be submitted to the Board by a date determined by the Board in consultation with the college. The nature of the self-study is to be comparative, reflective, and outcome oriented. It should include feedback from students and alumni, and where possible from transfer institutions, employers, and graduate programs. The self-study should be attentive to the institution's current place in the broader Alberta educational context and should address any concerns identified in previous reviews.

(d) As part of the evaluation, the Board will appoint one or more evaluation teams to visit a college. The size of each team will be determined by the Board to suit the nature of each particular task.

(e) The Board will maintain suitable contacts with the college regarding matters relating to the evaluation, including

(i) organization and planning,
(ii) the tentative and the finalized dates of visitations,
(iii) the nature of the evaluation team and the names of its members, and
(iv) the nature of any materials required of the college and any activity it may be required to undertake.

(17.3.1(c) revised June 2000)

17.4 Comprehensive Evaluation Team

17.4.1 The Board may vary the number of evaluators and their characteristics on a comprehensive evaluation team depending on the nature of the college and the program(s) under review.

17.4.2 The following criteria will be employed in selecting evaluation team members to ensure an appropriate breadth of knowledge and expertise: personal stature in the post-secondary academic community, relevant academic qualifications and achievements, experience in evaluating academic programs, significant experience in post-secondary educational management and financing, experience in organizational design and behaviour, training and experience in assessment and evaluation in the private sector.

17.4.3 For the process of selecting evaluation team members see Articles 7.4.

17.5 Referral of Evaluation Reports

Prior to its consideration by the Board, the report of an evaluation team will be provided to the college for comment.

17.6 Follow-up

The report of the evaluation team and the college's comments on this report will be provided to the Board. The Chair of the evaluation team and senior college representatives will be invited to the Board meeting when this matter is on the agenda, to discuss their respective positions with the Board before the Board holds an in-camera discussion and makes its decision on the matter. Normally this Board meeting will be combined with a site visit to the college.

17.6.1 In the case of a favourable judgement, the Board will notify the college and the Minister, accordingly.

17.6.2 In the case of an unfavourable judgement or if it has grave concerns, the Board may

(a) specify remedial measures to be taken by a college and notify the Minister accordingly; or

(b) place a college on probation, indicate remedial measures to be taken and so notify the Minister (In this event, the Board will notify the college and recommend to the Minister regarding actions to be taken by the college and any limitations to be placed upon it pending the removal of probation.); or

(c) withdraw its approval of any degree program(s) concerned, notify the Minister accordingly, and with respect to such program(s), recommend that the college no longer be designated under Section 81, the *Universities Act*.

In this event, the Board will notify the college and make recommendations to the Minister regarding matters such as:

(i) the cessation of admissions to the program(s) at any level,
(ii) the notification of applicants and students of the status of the program(s), and
(iii) arrangements whereby students in the program(s) may complete the program(s).

17.6.3 These procedures may be accompanied by one or more meetings as requested by the college or the Board.

APPENDIX I

EXTRACTS FROM THE UNIVERSITIES ACT

Revised Statutes of Alberta 2000, Chapter U-3

Definitions 1 In this Act,

(h) "private college" means any college other than a college established under the *Colleges Act*;

PART 1 - PROVINCIAL UNIVERSITIES

Academic degrees 65(1) No person other than a university, a private college in respect of a program of study designated under section 81 and a non-resident institution approved under the regulations under section 88 shall

(a) grant any degree,

(b) offer a program of study that provides for the granting of any degree to a person who successfully completes the program, or

(c) advertise that it has the authority to do the things referred to in clause (a) or (b) or both.

(2) Subsection (1) does not apply to the granting of degrees in divinity that are described in the regulations or the granting of degrees allowed by the *Colleges Act* or the *Technical Institutes Act*.

(3) Notwithstanding subsection (1), an institution resident in Alberta that offers a program of study that allows a person who successfully completes at least one year of the program to transfer to a program of study at a university may offer that program and advertise that it has the authority to offer that program.

RSA 1980 cU-5 s53;1983 c50 s4;1990 c1 s6;1995 c1 s3

Use of word "university" or coat of arms 66(1) No person shall assume or use

(a) the coat of arms or crest of a university, or

(b) any design in imitation of the coat of arms or crest of a university,

except on and in accordance with the consent of the board.

(2) No person shall

(a) use in the name of any business or undertaking,

(b) make use of in any advertising, or

(c) use in the name of any thing, place or building,

the name of a university or any derivation or abbreviation of the name, except on and in accordance with the authority of the board.

(3) A body that is or purports to be an educational institution shall not use the word "university" or any derivation or abbreviation of it in its name or in any advertising relating to it unless that body

(a) is a university,

(b) is acting in accordance with the authority of the board under subsection (2),

(c) is a non-resident institution approved under the regulations under section 88,

(d) is an institution specifically authorized to use the word or expression in its name by a provision of an Act of the legislature of another jurisdiction or by the public authority in another jurisdiction having overall responsibility for the body or by an authority having responsibility there for the accreditation of educational institutions of advanced learning, or

(e) is a private college designated under section 81 that has the Minister's written approval to use the expression.

(4) In considering the proposal of a private college designated under section 81 to call itself a "university", the Minister shall have regard to whether the college offers a graduate program and has as one of its objects the creation of knowledge through scholarly activity.

(5) A person who contravenes this section is guilty of an offence and is liable to a fine of not more than $5000.

(6) If a person contravenes this section, the Court of Queen's Bench on application by way of originating notice

(a) by the university in respect of a contravention of subsection (2), or

(b) by the Minister in respect of a contravention of subsection (3),

may grant an injunction enjoining the person from continuing the contravention of this section.

RSA 1980 cU-5 s54;1990 c1 s6;1990 c29 s30;1995 c1 s3

PART 3
PRIVATE COLLEGES ACCREDITATION BOARD

Definition

77 In this Part, "Accreditation Board" means the Private Colleges Accreditation Board established under section 78.

1983 c50 s7

Establishment of Board

78(1) There shall be a Private Colleges Accreditation Board appointed by the Minister consisting of

(a) a chair,

(b) 4 academic staff members of the universities, nominated by the Universities Co-ordinating Council,

(c) 4 academic staff members of private colleges that

(i) are affiliated with a university under an agreement under section 17(3), or

(ii) have been designated under section 81

nominated jointly by the chief executive officers of each of those private colleges, and

(d) 4 members of the public.

(2) The Minister shall designate an employee under the Minister's administration to attend meetings of the Accreditation Board.

(3) The person designated under subsection (2) shall be given prior notice of all meetings of the Accreditation Board and has the right to attend and to participate in those meetings, but does not have the right to vote on matters before the Accreditation Board.

1983 c50 s7

Term of office and remuneration

79(1) A person appointed as a member of the Accreditation Board holds office for a term not exceeding 3 years as prescribed in the appointment and is eligible for reappointment for a 2nd term, but not for further reappointment.

(2) The members of the Accreditation Board

(a) shall be paid traveling and living expenses while absent from their ordinary places of residence and in the course of their duties as members of the Accreditation Board, and

(b) may be paid remuneration for the performance of their duties as members of the Accreditation Board

at rates prescribed by the Minister.

1983 c50 s7

Budget, records and reports

80(1) The Accreditation Board shall each year prepare a budget and submit it to the Minister for approval, and the Minister shall, in accordance with the approved budget, pay the operating expenses of the Accreditation Board.

(2) The Accreditation Board shall

(a) keep full and accurate records of its proceedings, transactions and finances, and

(b) prepare and transmit to the Minister annual and other reports and returns as required by the Minister.

1983 c50 s7

Approval of programs of study

81(1) The Accreditation Board may inquire into any matter that relates to the approval of programs of study, other than programs in divinity, leading to a baccalaureate that may be granted by a private college.

(2) If the Accreditation Board determines that a private college has met the prescribed minimum conditions for the approval of a program of study leading to a baccalaureate, it shall approve the program of study and recommend to the Minister that the private college be granted the power to grant a baccalaureate in respect of that approved program of study.

(3) On the recommendation of the Minister, the Lieutenant Governor in Council may by order designate a private college as an institution that may grant a baccalaureate in respect of a program of study approved by the Accreditation Board.

(4) An order under subsection (3) is subject to any conditions specified in the order.

1983 c50 s7

Periodic evaluation of approved programs

82(1) The Accreditation Board shall establish procedures for the periodic evaluation of approved programs of study provided by private colleges designated under section 81.

(2) If the Accreditation Board determines that a program of study should no longer be approved, it shall withdraw its approval of the program of study and recommend to the Minister that the private college that offers the program of study should no longer be designated under section 81.

(3) On the recommendation of the Minister, the Lieutenant Governor in Council may by order rescind the designation under section 81.

1983 c50 s7

Powers of Board

83 Without restricting the generality of section 81(1) and 82(1), the Accreditation Board may

(a) determine the minimum standards for the approval of a program of study leading to a baccalaureate that may be granted by a private college,

(b) establish and implement procedures for

(i) the review and approval of courses of study,

(ii) the review and approval of the academic credentials of the instructional staff,

(iii) the inspection and approval of libraries, laboratories and other related instructional facilities, and

(iv) the examination of available financial support

of a private college that proposes a program of study leading to a baccalaureate to be granted by that private college,

(c) require a report from the governing body of a private college on any matter pertaining to a proposed or to an approved program of study, and

(d) appoint persons to provide advice and recommendations relating to the review and evaluation made by the Accreditation Board in respect of any program of study.

1983 c50 s7

PART 4
GENERAL

Minister's powers

86(1) In this section,

(a) "delete" means to remove a program of study for a definite or indefinite period or permanently;

(b) "program of study" means a group of credit courses that, on completion, leads to the granting of a degree, diploma or certificate;

(c) "proposal" means a resolution of a board of a university or of a private college in respect of a program of study designated under section 81;

(d) "reduce" means to decrease significantly the number of students in a program of study or the length of a program of study;

(e) "transfer" means

(i) to move a program of study from a university to another educational institution, or

(ii) to move a program of study designated under section 81 from a private college to another educational institution.

(2) The Minister may

(a) require a university to submit to the Minister any reports and other information the Minister requires, and

(b) ensure the orderly growth and development of the post-secondary educational system by

(i) regulating the establishment, extension or expansion of a service, facility or program of study by a university, or by a private college in respect of a program of study designated under section 81, and

(ii) regulating the establishment of a new school or faculty by a university, or by a private college in respect of a program of study designated under section 81.

(3) Without derogating from the general powers of a board under section 17(1) to manage and control a university, a proposal of a university or a private college designated under section 81 to reduce, delete or transfer a program of study must be submitted to the Minister in the form prescribed by the Minister, and the Minister may approve or refuse to approve the proposal.

RSA 1980 cU-5 s67;1983 c50 s9;1990 c1 s6

Lieutenant Governor in Council regulations

88 The Lieutenant Governor in Council may make regulations

(h) describing degrees that constitute degrees in divinity;

APPENDIX II

INSTITUTIONAL SELF-STUDY

1. Purposes

The institutional self-study is a significant part of the accreditation process. It serves three purposes:

1.1 For an institution, it provides an analysis of its objectives, resources, students and achievements and of the relationships among them.

1.2 For the Board, it provides the detailed information whereby the Board familiarizes itself with the institution.

1.3 It reveals the strengths, weaknesses and opportunities of an institution in relation to the achievement of its purposes and objectives. Thus, the self-study indicates to both the Board and the institution the areas with respect to which the institution must change and improve.

2. Essential Contents of the Self-Study

The nature of the self-study is to be comparative, reflective, and outcome oriented. Where possible it should include feedback from students, alumni, transfer institutions, employers, and graduate programs. The self-study should be attentive to the institution's current place in the broader Alberta educational context and should address any concerns identified in previous reviews.

(Paragraph added June 2000)

The self-study that a college is required to conduct and submit to the Board shall deal with each of the following major propositions and measure them against the indicators in Appendix III to examine the extent to which the systems and processes of the college are clearly established to achieve excellence in learning outcomes.

In preparation for a comprehensive evaluation the college shall apply the above process to an analysis and evaluation relating to all accredited degree programs.

Proposition 1: Mission and Educational Objectives

The college should have a concise official statement of its mission and educational objectives.

The college might include the following items in its self-study:

1.1 a brief history of the institution,

1.2 official mission statement and specific educational objectives,

1.3 statement of educational philosophy,

1.4 relevant constitutional statements.

Proposition 2: Organization and Administration

The college's organizational structure and the qualifications of its administrative staff should be appropriate for the accomplishment of its mission and educational objectives.

The college might include the following items in its self-study:

2.1 ownership of the college;

2.2 relationship to other organizations (government, university, church, business, etc.);

2.3 composition and responsibilities of the college's governing bodies;

2.4 organizational and decision-making flow charts of the college;

2.5 administrative staff and their vitae and job descriptions;

2.6 policies regarding hiring, employment conditions and benefits, dismissal of administrative officers, health and safety, and codes of staff and student behaviour;

2.7 procedures for the evaluation and improvement of administrative effectiveness;

2.8 academic staff organization and administration;

2.9 information systems that support the administrative structure and plans to meet future needs.

Proposition 3: Financial Structure

The college should have a sound financial structure that serves its mission and educational objectives.

The college might include information on at least the following items in its self-study:

3.1 financial resources and sources of revenue;

3.2 financial obligations and expenditures;

3.3 organization and staffing of the business office;

3.4 budget preparation, financial control, and audit;

3.5 recent financial statements;

3.6 fund-raising policies and procedures;

3.7 policies and procedures regarding student fees;

3.8 future fiscal priorities.

Proposition 4: Curricula and Instruction

The curricula and instruction should reflect the college's mission and educational objectives.

The college might include information on the following items in its self-study:

4.1 programs currently offered;

4.2 transferability of course credits to other educational institutions;

4.3 procedures for curricular development, implementation and change;

4.4 instructional methods and procedures (including the application of technology in the teaching/learning process);

4.5 class-size analysis and student-instructor ratio;

4.6 procedures for the evaluation and improvement of instruction;

4.7 future plans and priorities regarding curricula and instruction;

4.8 retention of students;

4.9 success of graduates.

Proposition 5: Academic Staff

The college should have sufficient academic staff members with appropriate qualifications and experience, and provide working conditions, which ensure competent instruction in the college's curricula.

The college might include information on the following items in its self-study:

5.1 academic staff members and their vitae;

5.2 academic staff profile with respect to discipline, degrees, rank, tenure, teaching experience, age, gender, and salary;

5.3 policies with respect to the employment of full-time and part-time academic staff;

5.4 teaching loads, committee work, and administrative duties of academic staff members;

5.5 policies and practices regarding academic staff involvement in scholarship and/or research in the context of the college's mission statement;

5.6 policies regarding hiring, evaluation, promotion, tenure, academic freedom, employment conditions and benefits, and dismissal of academic staff members;

5.7 communication of academic staff responsibilities, obligations, employment conditions, and benefits;

5.8 provisions for academic staff participation in governance;

5.9 opportunities and support for professional development and improvement of instruction;

5.10 future plans and priorities regarding academic staff.

Proposition 6: Strategic Planning

The college should have in place an integrated, comprehensive planning process that links the institution's various planning initiatives (program, staffing, facilities, marketing, etc.).

The college might include the following items in its self-study:

6.1 strategic plan or planning document that outlines the college's major directions;

6.2 executive summary highlighting the main priorities;

6.3 statement regarding how the planning process reflects and supports the college's mission;

6.4 explanation of how the strategic plan guides decision-making at the college,

6.5 description of the institution's overall planning process that links and coordinates the college's different planning activities. The description might include the following:

a) who at the college has major responsibility for coordinating institution-wide planning,

b) who else participates and how various stakeholders are involved in the process,

c) timeframe or length of the planning cycle.

6.6 information about how the planning process is disseminated and understood throughout the college;

6.7 explanation of environmental scanning or similar mechanism used to update the strategic plan/ensure that the plan remains current.

(New proposition added June 2000)

Proposition 7: Information Services

The college should provide appropriate information services to support its academic programs, including resource centres and libraries but also extending beyond these to convenient access to information held in other depositories and information available through electronic means.

The college might include information on the following items in its self-study:

7.1 resources available on site;

7.2 summary of holdings in various subject areas;

7.3 collection policies;

7.4 policies regarding ordering and budget allocations;

7.5 accessibility and usage of information services;

7.6 space analysis (including student study space);

7.7 resource staff and their vitae and job descriptions;

7.8 agreements regarding student access to other conveniently located libraries;

7.9 provisions for student access to information by electronic means (e.g. CD-ROM, internet);

7.10 future plans and priorities regarding resource centres, libraries and other information services.

Proposition 8: Academic Policies and Records

Policies concerning the requirements for admission, progression, and graduation should be consistent with both the educational objectives of the college and the practice of Canadian universities. Students' academic files should be accurately maintained.

The college might include information on the following items in its self-study:

8.1 policies and procedures regarding student recruitment, including financial aid;

8.2 policies and procedures regarding admissions;

8.3 policies and procedures regarding registration;

8.4 policies and procedures regarding transfer students;

8.5 policies and procedures regarding class schedules and length of academic terms;

8.6 policies and procedures regarding student records, including the confidentiality of these records;

8.7 demographic profile of the student body;

8.8 policies and procedures regarding academic behavior (attendance, completion of assignments, plagiarism, etc.);

8.9 policies and practice regarding evaluation of students (methods, grading system, examination policy, appeal process, etc.);

8.10 grade distributions;

8.11 policies and procedures regarding academic probation and academic honours;

8.12 graduation requirements;

8.13 communication of academic policies to students and academic staff;

8.14 policies and procedures regarding alumni records;

8.15 future plans regarding academic policies and records;

8.16 residence requirements.

Proposition 9: Student Services

The provision of student services, such as counselling, extracurricular activities, and residential accommodations, should be appropriate to the college's mission and educational objectives.

The college might include information on the following items in its self-study:

9.1 services provided (counselling, residence, athletics, recreation, student government, clubs and other extracurricular activities, food, health services, financial aid, etc.),

9.2 policies and practices regarding each service provided,

9.3 future plans and priorities regarding student services.

Proposition 10: Physical Plant and Facilities

The college's buildings, classrooms, laboratories, and their furnishings should be appropriate to support the college's curricula and instructional methods.

The college will include information on at least the following items in its self-study:

10.1 facilities available,

10.2 policies and practices regarding utilization and maintenance,

10.3 future plans and priorities regarding physical plant facilities,

10.4 computer and related equipment to support information services and technology used in the teaching/learning process.

Proposition 11: College Publications

College publications and promotional material should accurately describe the college and its programs, and how students can access them.

The college might include information on the following items in its self-study:

11.1 statement of policies regarding production of college publications,

11.2 samples of college publications (calendars, brochures, newsletters, handbooks for internal use, etc.),

11.3 statement of future plans regarding college publications.

APPENDIX III

FRAMEWORK FOR ORGANIZATIONAL EVALUATION

Introduction

Colleges which wish to be evaluated for their ability to offer and then award degrees must complete a number of stages in the accreditation process established by the Private Colleges Accreditation Board (PCAB) of the Province of Alberta.

The purpose of the organizational evaluation is to examine the extent to which the systems and processes of the college are clearly established to achieve excellence in learning. That is, the evaluation will establish the extent to which the college has created sustainable processes within the organization, the extent to which its financial and operational resources are adequate to sustain the learning processes students will experience, and the link between students' experiences and demonstrable needs.

Before undergoing an organizational evaluation, a college must give evidence of the following:

(1) the name of the Chief Executive Officer or, especially in the case of organizations with other than educational missions, other officer with overall responsibility for the program being proposed;
(2) audited financial processes;
(3) provision for continuity of leadership (in relation to #1 above);
(4) procedures for collection, maintenance and security of student personnel records;
(5) a three-year business plan which includes:
- clear plans for development, delivery and assessment of curriculum,
- financial projections,
- a marketing plan,
- a staffing plan,
- risk analysis;

(6) adequate financial backing to launch and sustain the proposed program;
(7) ability to post a bond or irrevocable letter of credit prior to admitting students;
(8) a clearly articulated mission statement that includes the offering of the proposed program; and
(9) sufficient academic or educational expertise, or a credible plan to obtain it, to launch the proposed program.

The framework for the organizational evaluation has been freely adapted from the Malcolm Baldrige Award for Quality, established as a world standard in the United States for practices intended to produce excellence. Colleges may adopt any paradigm for institutional assessment they wish in meeting the requirement to demonstrate effectiveness in a number of categories. The Board will examine the report of the evaluators by category and determine whether or not standards have been met. The guidelines below are written in such a way as to both encourage and enable organizational innovation. The evaluation is based on the statement of vision, strategy and goals provided by the college, not on a comparison of the college with "traditional" and "established" modes of operating for organizations delivering degree level education.

The evaluators will be a varied group of (a) educators with significant experience in post-secondary educational management and financing; (b) organizational design and behaviour consultants; and (c) individuals trained in assessment and evaluation from the private sector. Each will have an orientation in the use of the instrument that follows. The Board will be free, however, to call for other assessments of specific features of an organization (e.g. its information technology platform for distance learning; its prior learning assessment processes) should it wish to do so. Again, the evaluation team will be chosen so that it best understands the applicant's intentions.

The evaluators will require access to all relevant documentation: such financial records as are available, minutes of meetings throughout the organization, planning and related documents, measurement instruments and performance data. Most specifically, they will use the institutional self-study required on application dealing with all of the categories for evaluation detailed below. Documents which are confidential to the evaluators should be clearly marked as such, but evaluators should be given such access to documents as they require to complete their task.

New Colleges

This framework for organizational evaluation is designed to serve as a matrix for the evaluation of a college throughout its lifetime. However, the peculiar situation facing a new college as it approaches the challenge of launching a degree program calls for a different approach by the Board. Clearly a new college will not have financial statements for previous years of operation or an existing calendar of course offerings and programs. In the case of a proposal by a new college, the Board will look for a thorough planning process and evidence that the college will have in place the resources, personnel, and organizational ability for launching the proposed project. This preparation must include the 9 required items listed in the Introduction above. The criteria used to evaluate the new college will be prospective, intended to detect the promise the institution shows of being able to produce the structures, processes, and outcomes outlined in this document.

The Categories

The evaluation categories used in the organizational evaluation are these:

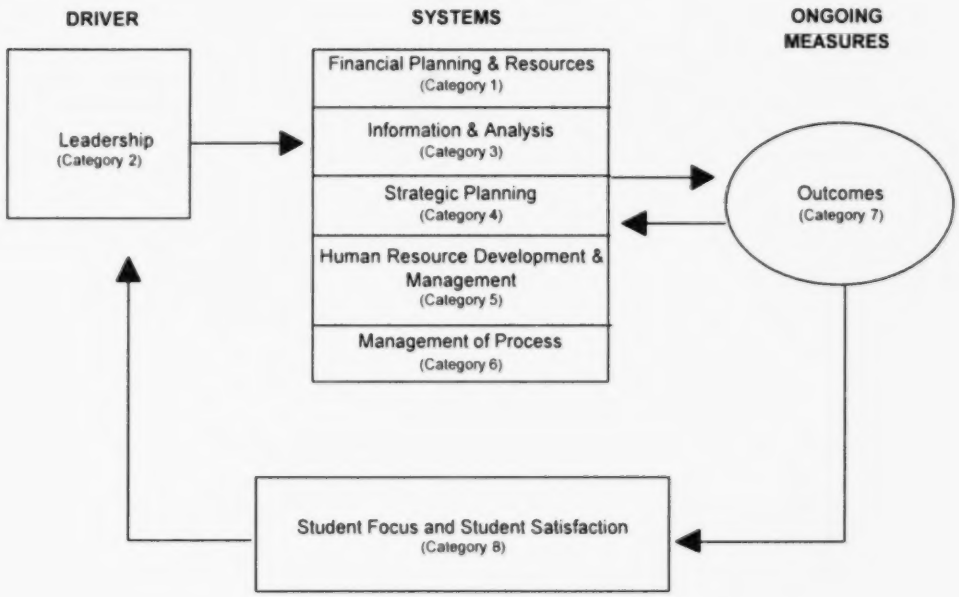
(1)	Financial Planning and Resources	125 points
(2)	Leadership	125 points
(3)	Information and Analysis	125 points
(4)	Strategic Planning	125 points
(5)	Human Resource Development and Management	125 points
(6)	Management of Process	125 points
(7)	Outcomes	125 points
(8)	Student Focus and Student Satisfaction	125 points
	Total Points	1,000 points

The process begins with an institutional self-study by the college in which a series of major propositions (see institutional self-study in the *Accreditation Handbook*) against the Indicators outlined here followed by an external evaluation involving a site visit, evaluation of financial information and other documentation, and consultation with any personnel and students required. For each category, the evaluation team will be looking for the approach taken by the organization; the way in which the approach is deployed within the organization; and the results of such deployment.

Categories carry the same weights, and the emphasis throughout is being placed on performance (outcome) and process management practices. Overall, there are 1000 points allocated across all categories. Colleges are expected to score acceptably in all categories if they wish to proceed to the next level of evaluation by the Board.

Overview of the Key Features of Organizational Evaluation

The following chart shows the inter-relationship among the categories used in the organizational evaluation.



Category 1: Financial Planning and Resources (125 Points)

The Board is looking to be assured that the college has sound financial management procedures, sound financial arrangements, appropriate planning and realistic financial goals.

It will satisfy itself of these features by requiring colleges to file the following financial documents:

1. Audited financial statements for the most recent fiscal year and previous three years (i.e. four years in all), preferably using accrual accounting methods. The Board recognizes that start-up organizations may not have these documents available. In which case, the relevance and importance of all subsequent requirements of this section become more significant.

2 (a) Three-year financial projections for the program(s) for which accreditation is sought, using accrual accounting methods. These projections should show:
- Forecasts of earned revenue by quarter for each of the three years.
- Forecasts of expenditure on teaching staff, support staff, library and learning resources, communications, marketing, advertising, placements and the supervision of placements, and such other costs items associated with operations by quarter for each of the three years.
- Forecasts of amortized capital expenditure and rates of depreciation for each quarter for three years.
- Sources and uses of cash for each quarter for three years.

(b) Colleges applying for program accreditation should make explicit their assumptions about revenue. In particular, the Board wishes to know:
- What fees students will be charged for what services and what the total cost of degree completion will be.
- What assumptions are being made, if any, about the eligibility of students of the program(s) for Student Finance Board support and how demand would be affected if students were deemed not to be eligible for such support.
- What pattern of fee increases are envisaged over the three year period of the business plan.

3. In its initial submission, the college will be asked to estimate a number of financial ratios to be used in assessing the financial performance of the programs under consideration. These will include, but will not be limited to, the following:
- Cost per student per course completion.
- Cost per student per credit hour.
- Cost per graduate.
- Ratio of teaching costs to overhead costs per year.
- % of budget allocated to learning resources and library per year.
- Marketing and advertising costs as a % of earned revenue per year.
- Marketing and advertising costs per student entering the program in each year.
- % of expenditure on contracts for teaching staff who are not full-time employees of the organization per year.
- Net of [earned revenue - costs] per year.
- Information technology expenditure per student per year.
- Information technology expenditure per graduate per year.

If the financial data in these documents show that the program will not be self-sufficient from earned revenue, then the Board will require a clear and unequivocal statement about the sources of funds to supplement earned revenue for each year of the three years of the financial plan.

4. The organization will also be asked to submit actual and forecast key performance indicator measures on non-financial indicators as required from time to time by the Board.

The Board is concerned with financial viability of both an organization seeking accreditation and its program(s). The concern focuses on ensuring that students are able to start a program with a fair and reasonable expectation that the contract they have entered into will be completed and that they can achieve both the outcomes and the degree which has been advertised.

Category 2: Leadership - (125 points)

Leadership and involvement of senior executives within the college is essential to create and sustain the development of a student focused, quality and outcome oriented organization. Also examined here are the ways in which institutional values and processes are integrated into the systems of the organization and the manner in which the organization addresses its public responsibilities. Leadership at all levels will be examined. It should be clear from the description provided below that the degree of prescription of content and method is minimum: colleges are being asked to indicate how their vision, mission and values, leadership and strategy are enacted within the organization.

Where the college is a new organization, many of the procedures called for here will not be in place. The Board requires such organizations to document their intentions about such procedures, as they are seen to be appropriate.

NOTE: The Board requires that the college designate an individual as having fiduciary or legal responsibility for the educational activities of the institution and that the individual has the status of a corporate officer (or its equivalent) as defined in the *Companies Act.*

Sub Category	***Areas to Address***	***Focal Points for Evaluation***	***Examples***
2.1 Senior Executive Leadership: **2.1.1** Describe the senior executive leadership, personal involvement, and visibility in developing and maintaining a student focus and an environment which optimizes the achievement of institutional mission. (This category of staff refers to the highest category of staff, e.g. President, CEO, and those who directly report to this person.)	• Reinforcement of student focus. • Establishment of excellence as a value and creating expectations about it. • Planning and reviewing performance towards attaining objectives. • Recognition of the contribution of employees. • Communication of institutional excellence outside of the organization.	• Evidence that all senior executives are involved in the effort to achieve excellence. • Breadth of efforts to achieve institutional excellence in which senior executives are engaged. • Amount of training/education that executives have received with respect to the management of effective learning. • Improvement projects launched by and managed by executives. • What staff and students say about the role of executives in the management of the organization and the initiatives to enhance services. • Degree to which staff and students believe that executives are serious about institutional excellence.	• Executives set performance goals that link to quality and outcomes. • Executives undertake staff appraisals and reviews which focus on outcomes and the satisfaction of stakeholders with the learning activities of the organization. • Executives review quality on a systematic basis, using data. • Executives report back to stakeholders on performance. • Executives have attended training or educational sessions which focus on, excellence or performance management in education.

Sub Category	*Areas to Address*	*Focal Points for Evaluation*	*Examples*
2.1.2 Summary of the college's vision and values and how the values serve as a basis for consistent communication within and beyond the organization.	• The vision, mission, values and strategy of the college. • Communication processes within and beyond the college. • The extent of alignment between public statements and organizational practices.	• Quantity and quality of communication of institutional values outside the organization. • Existence of a clear and concise mission statement that makes a clear and specific commitment to institutional excellence and student service. • Existence of a set of institutional values that emphasize such concepts as continuous adaptation to changing conditions, student and staff involvement, and outcome measurement, learner satisfaction. • Extent to which long term planning and resourcing reflect a commitment to institutional values and practices.	• A clear and explicit vision, mission and values statement exists and is widely posted in the organization. • Publications from the college document the vision, mission and values of the organization. • Planning activities are based on achieving the vision and mission while living the values of the college.
2.1.3 Personal actions of senior executives to regularly demonstrate, communicate, and reinforce the organization's orientation and values through all levels of management and supervision.	Evidence that senior executives demonstrate institutional values through their behaviour.	• Evidence that institutional values are integrated into the organization's approach to and practices in: Planning Decision making Monitoring student performance Collecting and analyzing data Organization and job design Staff work load design Performance planning and appraisal Employee education and training • Employee evaluation of leadership.	
2.1.4 How senior executives evaluate and improve the effectiveness of their personal leadership and involvement.	The processes for evaluation and appraisal of executives.	• Evidence of a systematic approach to executive evaluation. • Evidence of improvement in the executives performance over time.	• Clear and open policy and procedures on evaluation of executive staffs' performance exist, including internal and external perspectives.

Sub Category	*Areas to Address*	*Focal Points for Evaluation*	*Examples*
2.2 Management for Effectiveness **2.2.1** How institutional values are translated down the college - within academic and support units and between such units.	• Systems and procedures which are in place to encourage and support cooperative and cross-functional management. • Evidence that systems have been fully implemented and have produced good results.	• Existence of job descriptions which include indicators of quality over which the employee has a degree of control. • Degree to which outcomes are defined and measured. • Extent to which responsibilities have been clearly delineated. • Extent of student satisfaction with services provided. • Degree to which all employees are clear as to their role in securing positive outcomes for the college.	• Job descriptions exist for all positions, stating scopes of positions and duties. • Supervisors work with employees to establish what constitutes excellence in their job performance, spelling it out in position descriptions and in annual evaluations. • Department heads preside over a discussion as to how service to students can be improved. • Human resource policies are consistent with modern management practice in an academic environment, balancing central management directions re values, etc. and empowerment of employees, academic freedom, etc.

Sub Category	*Areas to Address*	*Focal Points for Evaluation*	*Examples*
2.2.2 The extent to which the college manages its measurement processes to achieve excellence.	• A logical design of the organization - linked to mission and objectives. • The responsiveness and effectiveness of the college.	• Evidence that the vision, values and principles of the college are reflected in the design of the organization and in the design of jobs. • Evidence that the college is minimizing bureaucracy and is efficient. • Evidence of the use of indicators, measures and data as a basis for evaluating the college. • Evidence of organizational effectiveness.	• A clear set of internal measures are regularly undertaken and reported: an "Institutional Studies" unit or responsibility clearly identified. • Executives and department heads preside over regular department and program reviews which have the stated goal of assessing the quality of the service provided to the students and to other internal and external clientele. • Administrative structure is demonstrated to be a balance between articulation or differentiation of tasks and efficiency; in other words, bureaucracy is intentionally optimized [not minimized]. • Executives and department heads ensure that appropriate data are provided for good decision-making and call for the use of such data in determining program development.
2.2.3 Type, frequency and nature of performance reviews by unit.	• Systematic process for reviewing a unit. • The steps taken when performance goals are not being met.	• Frequency of meetings to review institutional effectiveness. • Link between such reviews and reviews of other aspects of performance. • Process for dealing with problems within the college.	• As above but applied to programs and services. Degree programs, for instance, should have a 5-year review cycle. • Executives ensure that, at least annually, meeting agendas of key decision-making bodies include a review of institutional effectiveness. • Structures and procedures exist which allow for dealing with problems.

Sub Category	*Areas to Address*	*Focal Points for Evaluation*	*Examples*
2.2.4 Key methods used to evaluate and improve awareness and integration of institutional values at all levels of the college.	Systematic collection of data about awareness and integration of institutional values.	• Reliability and validity of data collected. • Systematic process for looking at performance. • Benchmarking data. • Decision making based on data.	• The college has access to and uses suitable analytical expertise for dealing with performance data. • The college has internally published benchmark data available to appropriate personnel, regarding student recruitment, persistence, and program completion, as well as satisfaction and employment or occupation after graduation.
2.3 Public Responsibility **2.3.1** How the college demonstrates ethical behaviour, public responsibility for health and safety, environmental protection and respect for persons.	Evidence that these issues are attended to and managed well.	• Existence of plans and methods for managing health and safety issues. • Evidence of a commitment and practices that deploy this commitment to ethical behaviour. • Clear evidence of environmental management practices.	• Policies and committees are in place to handle these issues. • The organization has a published code of ethics for faculty, administration and students, and ensures that internal and external relationships are handled ethically. • The college has published statements and policies regarding safety, and responsibility for the environment, and complies with all safety and environmental regulations.

Sub Category	*Areas to Address*	*Focal Points for Evaluation*	*Examples*
2.3.2 The extent to which promotion and publicity (marketing, advertising and presentations) reflect values of the college.	Evidence of integrity in external relations.	• Number of presentations, tours, speeches and shows reflecting the work of the college. • Evidence of collaboration with others. • Degree of congruity between public statements and operational measures. • Reaction of students and staff to public statements about the college.	• The college has a stated advertising and promotion policy with high-level approval. • The college periodically gauges the effectiveness of its advertising in its constituency and beyond. • Annual plan exists for promotion and publicity activities with appropriate funds allotted. • Focus groups, etc. are planned with public, students and graduates.

Category 3: Information and Analysis (125 points)

Data and information management are essential for a good educational institutional. How such data are used and deployed is also critical. In this category, evaluators will be looking at the rigour with which data are used for decision making in the college.

Sub Category	*Areas to Address*	*Focal Points for Evaluation*	*Examples*
3.1 Scope of Data **3.1.1** Indicators for selecting types of data and information to be used in the management process.	How the college decides what data to collect and how it determines the utility of these data.	• Degree to which measures are selected because they impact on academic quality, student performance and student and staff satisfaction. • Degree to which staff and students are involved in deciding which measures to select and use. • Integrity of the data collection process. • Scope and quality of the data collected. • Extent to which data are used as a basis for decision making.	• Institutional Studies unit that develops an annual plan and is appropriately funded. • Institutional Studies head is part of the larger community of colleges, such as CIRPA. Activities are open for review and discussion both internally and externally. Annual reports are available for internal and external review consultations with staff. • The college has stated performance measures, department by department, which explicitly refer to student performance or student satisfaction. • To the extent possible, the college collects reliable and valid data, and distributes them, with interpretation, to personnel affected. • Departments meet at least annually to review what student response data reflect about their performance.

Sub Category	*Areas to Address*	*Focal Points for Evaluation*	*Examples*
3.1.2 How access to data is ensured.	Standardization of data collection and distribution methods, access to data and use of data at all levels in the college.	• Availability of relevant data to staff and students. • Degree to which available data are current and reliable. • Readability of reports and data. • Responses of staff and students to the data they receive.	• See 3.1.1 above. • Employees can locate quality control data relevant to their area of responsibility when they are asked to produce it by name.
3.1.3 Key indicators of performance.	The identification of key performance indicators (KPIs) used by the college to determine overall performance; correlation with the Board's indicators.	• Existence of a systematic approach to KPI determination, including the Board indicators. • Evidence of benchmarking on the KPIs. • Evidence of all staff being aware of what the KPIs are and what the current performance of the college is against the benchmarks.	• See 2.2.2 above. • Benchmark document and results of measures are available regularly. • All-staff forums, publications and agendas of academic and governing councils. • Staff are aware of the current benchmarks for their departments. • The college makes a critical assessment of the extent to which public Performance Indicators reflect its own priorities. • The college has its own articulated Performance Indicators and benchmarks, apart from those imposed on it. [See Evidence column for examples.]

Sub Category	*Areas to Address*	*Focal Points for Evaluation*	*Examples*
3.2 Benchmarking the work of the college. **3.2.1** The Indicators used for selecting benchmark comparisons.	The frequency and quality of benchmark comparisons with other educational providers and other providers of services.	• Evidence of a systematic process for selecting comparison organizations. • Scope and breadth of data collected in comparing the college to others. • Thoroughness of the benchmarking study. • Use of benchmarking data to set improvement goals. • Number of different functions and processes which are benchmarked. • Objectivity of benchmarking analysis. • Evidence of adhering to the Board and KPI reporting specifications.	• Comparison organizations are chosen in pubic/private sector, in Alberta and beyond. • Process of benchmarking is clear and open to review. • There is external validation of the benchmarking process. • Annual Report to the Board. • The college gives evidence of having optimized the collection of comparison data; comparators vary appropriately according the function being assessed with stated grounds. • Program development plans refer to benchmarks. [See Evidence column for examples.]
3.2.2 Use of benchmarking data to encourage new ideas and practices inside the college.	The way in which the benchmarking process is used to create new ways of working or new challenges for the college.	• Evidence of a systematic process for analyzing benchmarking data for organizational development and improvement. • Evidence that a consistent and thorough process is used to follow up benchmarking data. • Provision of training in interpreting benchmarking information. • Number of changes and innovations resulting from benchmarking.	• The college can cite changes resulting from benchmarking discussions. • Regular reports go to key college bodies. • Staff forums are held plus follow up plans are formulated. • Annual reports and reports to councils. [See Evidence column for examples.]

Sub Category	*Areas to Address*	*Focal Points for Evaluation*	*Examples*
3.2.3 Planning for evaluation through benchmarking and a study of tested practices used by other institutions.	The plans the college has to examine practices that work well in learning and teaching and the development of its benchmarking efforts.	• Evidence of program and organizational evaluation development plans. • Systematic plans for analysis of practices that work well.	• Program review policies, procedures and schedule. [See Evidence column for examples.]
3.3 Link between Data and Planning **3.3.1** Using data as a basis for planning	The extent to which data about student satisfaction, academic evaluation and program review are used as a basis for planning and organizational development.	• Evidence that planning is systematic and rigorous. • Clear examples of the use of student performance data as a basis for planning.	• Regular reports from Executive to Academic Council and General Council are duly approved. • Program reviews include this data with plans flowing from them. • Organization regularly develops strategic planning documents, such as staffing and program development plans, budgets, business plans, and mission and vision statements, which are consistent and interrelated. • Planning documents refer to Performance Indicators and benchmarks.
3.3.2 Using financial data in planning and evaluation.	The use of activity based costing, cost/activity data and unit cost data as one of several bases for planning and decision making.	• Clear and systematic process for analyzing the relationships between cost and performance. • Plans for academic and teaching development are fully costed. • Management are aware of the financial consequences of their decision making as they make their decisions.	• See 3.3.1 above. Program plans indicate their implications for revenue streams and expenses, with attention to strengths, weaknesses, opportunities and threats. • All program and service initiatives are fully costed as part of their approval process.

Sub Category	*Areas to Address*	*Focal Points for Evaluation*	*Examples*
3.3.3 The college is working to ensure that decision makers are trained to use systematic analysis tools in their decision making.	Rigour in the way in which "problems" are analyzed and acted upon.	• Evidence of the use of analytic tools such as process maps, data based tools, problem solving tools - throughout the college. • Examples of effective improvement projects inside the college.	• This would be evident in performance reports to the Councils, the Board, AECD, etc. Should also be reflected in committee structure and functions. [See Evidence column for examples.]

Category 4: Strategic Planning (125 points)

Before it can grant accreditation for any academic degree program, the Board needs assurance that the college has developed business plans which are viable, both strategically and financially. The minimum requirement here is for the submission of available three-year business plan, including all relevant performance information. While some of these data will have been provided under Category 1, what is sought here is the integration of such financial information as is available with the planning process.

Sub Category	*Areas to Address*	*Focal Points for Evaluation*	*Examples*
4.1 Short and Long Term Planning **4.1.1** The process used to develop three-year business plans inside the college.	The nature of the planning process and what it reveals about the nature of management and organizational design.	• Extent of student and staff involvement in the development of the plan. • Extent to which plan is seen as a "guide to action" inside the college. • Extent to which planning relates to all aspects of the college. • Integration of improvement and performance issues into the plan. • Evidence that learner requirements have been thoroughly and systematically examined. • Evidence that the needs and concerns of other stakeholders have been addressed in the plan. • Evidence that the core competencies of the organization have been assessed. • Evidence that the limitations of the college are understood. • Evidence of risk assessment. • Degree to which the competitive environment has been appropriately assessed.	• Evidence of a creative disregard for "bottom-line economics" in decision-making processes in favour of overall institutional integrity. • Rolling 3-5 year strategic plan which includes implementation activities, timelines, details, etc.. • Biannual environmental scans. [See Evidence column for examples.]

Sub Category	*Areas to Address*	*Focal Points for Evaluation*	*Examples*
4.1.2 Plan Implementation	The extent to which the business plan is deployed in a systematic way in all parts of the college.	• Evidence of a workable process for plan deployment. • Evidence by example of successful plan implementation. • Frequent use is made of the plan in decision making.	• Regular updates of plan to Councils. • All policy and program proposals refer to the plan. [See Evidence column for examples.]
4.2 Plans for Excellence and Performance **4.2.1** Planning Process	What is the plan for improvement over a 3-5 year period, how was this plan arrived at and what are its intended consequences?"	• Clarity of the changes which need to be made for performance to be successful. • Evidence to support predictions about improvement. • Evidence of a proactive approach to improvement rather than a reactive one.	• Increase student pass/fail rate by 10%. • Survey of students/faculty re reasons for success/failure. • The organization has published procedures for planning and arriving at the requirements for successful implementation. [See Evidence column for examples.]
4.2.2 Goals	The nature of goals and the detailed plans for their achievement.	• Specific goals, unit by unit, for improvement • Breadth of goals. • The extent to which goals are seen as challenging goals within the organization. • Evidence of a link between goals and resource allocation.	• Unit goals set and reported annually (e.g., registrar, library, academic departments). Goals are tabled with councils. • Goals are approved before the budget process. • The organization has articulated, institution-wide goals for development and change, with stated resource requirements for implementation, as well as contingency plans. [See Evidence column for examples.]

Sub Category	*Areas to Address*	*Focal Points for Evaluation*	*Examples*
4.2.3 Ownership of the Plans	The extent to which plans are valued and being enacted within the college.	• Extent to which staff and students are aware of the plans. • Extent to which plans influences the individual plans of staff and students. • Extent to which unit plans are integrated with the college's business plan.	• Plans are broadcast via newsletters, staff forums and surveys. • Cross-referencing exists in business plan and strategic plan. • Staff and students (at the level of student government, at least) can refer knowledgeably to development plans and their (departmental) role in achieving them.

Category 5: Human Resource Development and Management (125 points)

The Board has to ensure that those associated with the management of the learning process and those engaged in teaching have been selected in a systematic and planned way, have the skills and competencies required and have the opportunity to develop while employed by the college. While not all employees will be full time, all staff must have clear and explicit expectations for performance and clear and specific responsibilities.

The Board recognizes a growing diversity in the nature of employment relationships within colleges delivering and providing educational programs. The requirement here is to be explicit about the plans for the deployment of people and their skills in the service of the mission of the college. While certain core competencies will be required to be available within a college seeking program accreditation, the Board recognizes that there are a variety of means by which these core competencies can be retained and deployed.

Sub Category	*Areas to Address*	*Focal Points for Evaluation*	*Examples*
5.1 Human Resource Planning **5.1.1** The nature of the personnel plan and its links to quality and performance.	A systematic personnel plan.	• Existence of a staff recruitment strategy and plan. • Existence of a training and development plan for new and existing employees beyond the current year. • Plans for employee recognition and reward. • Linking of personnel plans to outcome. • Thoroughness of the personnel plan.	• Annual staff awards for teaching and service, long term service awards, pay for performance.
5.1.2 Key Performance Indicators for personnel.	The performance measures adopted in relation to personnel and their links to the business plan of the college.	• Recruiting strategies to attract suitably qualified applicants. • Strategies for staff upgrading. • Skill level of new and existing employees. • The measures of performance for staff. • Nature of performance appraisal inside the college.	• Job evaluation policies are in place. • Human resource policies and processes for performance assessment are in place and regularly monitored.

Sub Category	*Areas to Address*	*Focal Points for Evaluation*	*Examples*
5.1.3 How the college uses employee information to improve the organization.	The extent to which data from employees is used as a basis for organizational development.	• Amount of employee data collected by the organization - e.g., employee satisfaction data. • Extent of use of employee data in decision making. • Link between what employees say and what actions are taken.	• Regular employee satisfaction surveys and follow up exist. • Staff forums are held regularly with executive.
5.2 Employee Involvement **5.2.1** The extent to which units manage their own work.	The extent and nature of empowerment and the links between empowerment and the efforts to improve the college.	• Extent to which the organizational structure is based on teams working together to meet the needs of students and their programs. • Nature of decision making and the part each teaching staff member plays in decisions about programs, courses, student progress and improvement. • Extent to which individual staff members, working with their team, can influence policy decisions. • Extent to which staff performance is evaluated by their peers. • Involvement of students in the decision making which most affects them.	• Committee and council structure is open, fully representative and accountable. • Open processes for program and course development and review, etc. are built into the governance structure. • Peer evaluation of performance is part of assessment process. • Students are represented on key bodies and are elected by the students.
5.2.2 The actions taken to increase employee involvement over time.	A critical examination of the extent to which empowerment is developing within the college.	• Evidence of a clear plan for increasing employee involvement. • What employees say about the degree of empowerment they have. • Evidence of a clear plan for increasing innovation and creativity. • Comments from employees concerning responses of management to risk taking and innovation.	• Accountability statements for each employee exist which show how much each is empowered in relation to supervisors and those supervised. • Surveys of employees are conducted.

Sub Category	*Areas to Address*	*Focal Points for Evaluation*	*Examples*
5.2.3 Key methods and indicators used by the college to assess the extent and nature of empowerment.	The extent to which empowerment is evaluated within the college.	• Review the measurement indices that have been created to examine empowerment and employee involvement. • Extent to which all categories of employees are involved and empowered and the appropriateness and utility of the measures of empowerment and involvement used for each category of staff.	
5.3 Employee Education and Training **5.3.1** How the college determines training and educational needs of employees.	The nature of education and training planning, specifically: • the link between plans for education and training of employees and the three-year business plan; • the needs of individual employees and how these are balanced against the needs of the college; • the extent to which all units within the college have resources for training and development. ;	• Evidence that a systematic analysis of education and training needs of employees has been completed and is related to the business plan of the organization and the program approval requirements of the Board. • Use of a variety of different methods to meet needs - in-house training, external courses, video based learning, computer based learning, etc. • Extent to which employee appraisal processes within the college are linked to training and education. • Extent to which employees receive feedback about the value of the training and education they have received. • Employees' views of the education and training strategy and practices of the college.	• A staff training plan based on survey of needs should include all these issues. • See performance assessment (5.1.2) for indication of extent to which employee appraisal process is linked to training and education. • Regular surveys are conducted to obtain employees' views of education and training strategies.

Sub Category	*Areas to Address*	*Focal Points for Evaluation*	*Examples*
5.3.2 The orientation of new employees to the college and the development of learning contracts with all employees.	Policy and practice - i.e., data about the action taken by the college to implement policies.	• Total hours spent orienting new employees into the college and its practices. • Percentage of employees receiving training each year, by program. • Key performance indicators of the impact of training on performance.	• Time taken to process certain items. Accuracy of results.
5.4 Employee Performance and Recognition **5.4.1** Examining the nature of the reward, recognition and pay systems used by the college.	The philosophy, policies and practices with regard to pay, recognition, promotion, compensation, reward, and feedback processes.	• Existence of and practice regarding employee appraisal and evaluation. • Clarity of job descriptions and inclusion of key performance indicators in same. • Extent to which employees have a strong influence over the indices against which they are being assessed. • Extent to which pay and compensation is based on the achievement of goals. • Approach to deciding on promotions to leadership and management positions. • What employees at all levels say about pay, reward and recognition systems within the college.	

Sub Category	*Areas to Address*	*Focal Points for Evaluation*	*Examples*
5.5 Employee Well-Being and Morale	The organizational climate and culture, especially employee wellness.	• Existence of policy in relation to health and safety at work. • Health and safety practices. • Results of safety audits completed by others. • Absence of lawsuits regarding health and safety issues. • Absentee rates of employees. • Design of the college's facilities. • Concerns raised by employees and students concerning health, safety, ergonomic and wellness issues. • Work access for the disabled; • Special facilities for employees and students - recreation, sports, dining, etc.	

Category 6: Management of Process (125 points)

In this category, the focus of the Board concern is with the design process for programs and the services to staff and students associated with these programs. While a later and separate evaluation will focus on the programs themselves, the concern here is with process: the mechanisms by which quality is designed into the way in which program and service decisions are made.

Put simply, this category examines the systematic processes used by the college to pursue ever higher quality in its programs and services and ever better performance on key performance indicators (KPIs).

Again, new colleges seeking to offer innovative programs may not be able to provide all of the information implied by the "focal points for evaluation" listed below. The Board understands this, and expects the college to provide such information as it deems to be helpful to the evaluators to meet as many of the "areas to address" and "focal points for evaluation" as possible.

Sub Category	*Areas to Address*	*Focal Points for Evaluation*	*Examples*
6.1 The Design and Introduction of Effective Programs and Services	How new or improved programs and services are designed and introduced and how key performance requirements for these services and programs are determined. The core question here is: what is the process used by the college for introducing or improving a program or service for students and how rigorous and focused is this process?	• Thoroughness of the planning process for new programs or services. • Extent to which designs for new programs or services are based on a thorough assessment of student needs. • Extent and quality of market research. • Evidence that student requirements and those of other "stakeholders" have been translated into specific outcome measures for the program or service which can be readily assessed. • Process for internal approval of the program or service is open and leads to modifications and improvement in the design. • Evidence of comparative analysis for similar programs and services in other or related organizations. • Evidence of capability assessment - i.e., an assessment of the college's ability to deliver the proposed program.	The college would provide this in each new program proposal.

Sub Category	*Areas to Address*	*Focal Points for Evaluation*	*Examples*
6.2 Program and Service delivery process management	This section deals with the management of the delivery process for programs and services, that is, the processes used by the college to maintain programs and services.	• Use of appropriate KPIs as a basis for measuring performance. • Extent of monitoring in the implementation of a new program or service. • Extent of process monitoring in the ongoing delivery of a program or service and the mechanisms used to keep performance within "planning boundaries". • Use of valid evaluation and statistical data as the basis for performance review. • Speed at which problems and concerns are responded to.	• Regular updates for internal and external review of a program. • All reports on problems/concerns include specific actions within timelines and costs.

Sub Category	*Areas to Address*	*Focal Points for Evaluation*	*Examples*
6.3 The Quality and Responsiveness of Support and Business Processes within the College.	An examination of the whole organization, not just those parts which deliver programs. For example, a college may have an excellent educational program, but a poor computer services unit or marketing unit. To ensure an examination of all aspects of organizational design and performance, this category is included. It encompasses such services as finance and accounting, registrarial services, purchasing, legal services, plant and facilities management, secretarial, information systems and other administrative services.	• Extent to which internal customer needs for each of these services has been identified, quantified and assessed. • Systems are in place for measuring the performance of these services and functions. • Standards for service are published and readily available to all who use them. • Extent to which employees and students are satisfied with the services provided by these units. • Frequency of performance reviews within and between these units.	• Benchmarking is set for key activities (registration, admission, program planning, etc.) These are measured regularly and reported.

Sub Category	*Areas to Address*	*Focal Points for Evaluation*	*Examples*
6.4 Assessment	An examination of the nature of assessment within the college. That is, what evaluative processes are used to ensure the highest level of excellence in all aspects of the services provided by the college.	• Review of the college's procedures manuals or other relevant documentation. • Examination of any comprehensive evaluation documentation or reviews. • Review of all evaluation and assessment documents. • Types and frequency of the comprehensive evaluation and review processes used by the organization independently of those required by the Board. • The efficacy of self-assessment processes used by the college to review all aspects of its work and performance; • Action taken as a result of audits and evaluations.	• A senior committee of Academic Council or Governing Council oversees all these review activities and reports regularly to the institution's community.

Category 7: Outcomes (125 points)

The Board is concerned not just with process, but also with outcomes. Before it will examine a specific program or course of study, it needs to examine the actual historical performance of the college in providing learning and support to students. In this section, outcomes will be examined in detail.

New colleges may not have a great deal of data, but will be expected to specify and describe the specific performance indicators against which they wish to be assessed and to make some predictions of what these indicators will show at various points in time.

Sub-Category	*Area to Address*	*Focal Points for Evaluation*	*Examples*
7.1 The extent to which the goals set by the college are met in practice.	The rigour and nature of the performance measures which the organization has selected as the basis for their performance assessment process. The Board will use benchmarking data and other data to compare the performance of the organization being assessed with other comparable organizations, where this is possible.	• Number and variety of performance indicators used by the college; • The actual outcomes. • Extent to which the data show improvement over time. • Measures used include input data, process data and outcome data. • Number and nature of adverse trends noted in the data provided. • Credibility and clarity of the explanations given for adverse trends. • Use of benchmarking data by the organization itself. • Performance of the college against that of others in the same field of operation.	

Sub Category	*Areas to Address*	*Focal Points for Evaluation*	*Examples*
7.2 Outcomes relating to productivity, effectiveness and efficiency of the internal operation of the college.	The internal data showing how effective the college is in its use of resources.	• Scope, objectivity and breadth of operational data are presented. • extent to which positive trends are revealed. • Presentation of adequate data to establish trends and patterns. • Presentation of data on key financial performance ratios. • Benchmarking of the performance of the organization being evaluated with that of other similar organizations. • Data concerning internal levels of satisfaction with performance. • The nature and speed at which corrective actions were taken by the organization when performance was showing adverse trends (if at all).	• Senior managers regularly report on such matters to both Councils, taking into account student success costs, comparisons to related programs, and action plans for adjustments.

Category 8: Student Focus and Student Satisfaction (125 points)

The Board has a variety of responsibilities. One critical responsibility is to ensure that students' needs are being understood, appropriately interpreted, acted upon and met. This requires the Board to examine the nature of the college's focus on students, the commitments it makes to them and how well it delivers on these commitments. The needs of other stakeholders strongly rely upon the needs of students being understood and met. While this is the subject of this separate category, it will be noted that there are requirements for the student focus to be evident in other categories of this evaluation.

Sub Category	*Area to Address*	*Focal Points for Evaluation*	*Examples*
8.1 Relationship management and support of students	The nature of the relationship between the college and students. The nature of student expectations and how these are "managed" by the college. The quality of information provided to students about programs, courses, services and support. The nature of student-staff interaction and the ease of access of staff to students. Student perception of service quality. Students' views of the college and its overall performance.	• Nature of marketing and promotional materials used by the college and their accuracy with respect to expectations, services and programs. • Thoroughness with which market segments and customers are targeted. • Depth and quality of understanding of the needs of students as evidenced in the organizational methodology for looking at student needs, concerns and trends in the marketplace. • Quality of information and advising provided to prospective students of the college. • Rigour with which students are selected for entry. • Extent and quality of student complaint handling within the college. • Tracking of student performance on a regular basis. • Way in which drop-out and drop down are handled by the college. • Extent to which students feel that the expectations established during recruitment are matched by their experience of the college within their first six months.	• Follow up on usefulness of calendar, etc. • Should be part of program proposals and review. • Admissions process data will provide evidence of rigour with which students are selected for admission. • Ombudsperson to handle student complaints. • Student surveys, graduate follow up exist to determine student satisfaction.

Sub Category	*Area to Address*	*Focal Points for Evaluation*	*Examples*
8.2 Service Accessibility	The ease and extent to which students can access assistance, support and services and the ease of complaint processes within the college.	• Students know how and /or who to contact with questions, comments, concerns and complaints about the programs or services being provided. • Clear understanding on the part of students that their concerns will be listened to, addressed and dealt with without fear of consequence. • Clear understanding on the part of students and strong supportive evidence showing that concerns are followed up and action is taken.	• Independent, random sampling of students undertaken regularly.
8.3 Setting and Monitoring Standards	Evidence that standards are set and monitored with respect to services to students.	• Evidence of standards being set with respect to services offered by the organization to students - e.g. registrarial services (registration, transcripts, transcript evaluation, etc.), financial services. • Clear standards for marking assignments and standards for marking turnaround. • Quality of feedback to students on assignments, evaluated projects and examinations. • Clear statement of student and staff responsibilities and obligations. • Clear statement of learning objectives for courses and programs. • Evidence that standards set are monitored and performance assessed. • Student and employee opinions about the standards set.	

Sub Category	*Area to Address*	*Focal Points for Evaluation*	*Examples*
8.4 Commitment to Students	Evidence that contract between the college and students is explicit.	• Guarantees or written commitments provided to students with respect to services, programs and courses. • Regulations relating to programs, courses, students and their behaviour and the extent to which they provide a climate of trust and support for students. • Extent to which professional programs (where offered) are underwritten, accredited or supported by professional bodies.	
8.5 Student Satisfaction	The extent to which the college deliberately works toward the satisfaction of students and works to ensure that the levels of student satisfaction are high.	• Student survey data from past and present students with regard to satisfaction. • Frequency and variety of sources for student satisfaction measurement by the college. • Reliability and validity of the methods used to measure and assess student satisfaction. • Trends in student satisfaction over time. • Growth of student body over time. • Retention rates. • Benchmarking the performance of the organization against that of similar organizations offering similar programs and services.	

Addendum A: Glossary of Terms

Benchmarks and benchmarking - the practice of systematically comparing measures on a key variable (e.g. cost per graduate) with the same variable in another college or similar practice in a different kind of organization. For example, an organization can compare the costs of recruitment for a degree program with other organizations or with the costs of recruitment for a professional organization.

Drivers - the key motivating or initiating factors that lead to the creation of a new program or area of activity or a new organization.

Empowerment - the practice of delegating authority lower down the organization, while holding the individual or team that is empowered accountable for their performance.

Excellence - the focus and commitment to being a high performing college when compared with others. Excellence is not a "soft" statement, but a measurable statement. Excellent organizations are those which are admired and acknowledged by others for their leadership and performance, and succeed in meeting their own goals and objectives.

Goals - specific, measurable plans for achieving specific outcomes within a specific time scale. Such goals can relate to outcome (number of graduates per year, cost per graduate, employment rates of graduates, etc.) or to process (reducing cycle time, decreasing drop-out and deferral).

Indicators - measures of performance linked to goals. If the goal is to sustain an enrollment of (say) 500, the number of inquiries is an indicator of the extent to which this measure is likely to be achieved. The best indicators are those relating directly to a goal (e.g. how many students are enrolled), but other indicators can help identify the likelihood of a goal being achieved (e.g. inquiry rates and conversion rates).

Key Performance Indicators (KPIs) - agreed measures of performance. These are the measures required of an organization by the Board and/or the Government of Alberta. These will change from time to time.

Mission - A set of statements which translate the values of the college into more concrete strategic tasks. For example, if a value is respect for people, the mission could be to become recognized as a model for the way in which all within the college are empowered and are able to share their views openly and directly without fear of consequence (academic freedom).

Objectives - ways of translating outcomes into specific tasks for individuals, teams or the college as a whole. For example, if the outcome required is 500 new students each year, individual objectives for marketing staff and management personnel might be set with the intent of achieving this goal.

Outcomes - specific, measurable and tangible performance. Outcomes are not vague statements, but are measurable (by both "hard" and "soft" measures) indicators of performance. If an intended outcome is "social conscientiousness of students", the question is "as indicated by ...".

Performance Planning - the extent to which job design and competency development within the organization are systematic and aimed at improving outcomes.

Plan - a rigorous approach to anticipating the future.

Risk - an honest evaluation of the extent to which a plan or proposal is vulnerable to internal or external pressures.

Skills - the individual and collective set of competencies brought to bear in the work of the college.

Strategy - the generic strategy of a college concerns the way in which the organization determines who it is to serve (stakeholders) and what it will provide them. This basic set of decisions represents the strategic intent of the college and has a degree of permanence that goes beyond specific tactics for recruitment or specific refinements to programs. Values - a college's central and enduring tenets - a small set of guiding principles, not to be compromised for financial gain or short-term expediency.

Vision - a short (25-30 word) statement of the core values and strategic intent of the college. For example, "Empowerment through Knowledge and Understanding" is a vision statement.

Addendum B: Scoring Guidelines

Note: A new college will be scored largely on "Approach" (see chart below). By its nature, a new college proposing to offer a degree program will not have achieved results by which its performance can be evaluated, and it will have few processes in place to be evaluated in terms of how well the college's mission and strategies are being deployed. The Board will look, therefore, for well-considered plans for the resources, personnel and organizational ability to deliver on the proposal it makes.

SCORE	APPROACH	DEPLOYMENT	RESULTS
0% (O points)	• anecdotal, no system evident	• anecdotal	• anecdotal
10 - 40% (12-50 points)	• beginnings of systematic prevention basis	• some to many major areas of business	• some positive trends in the areas deployed
50% (63 points)	• sound, systematic prevention basis that includes evaluation/improvement cycles • some evidence of integration	• most major areas of business • some support areas	• positive trends in most major areas • some evidence that results are caused by approach
60 - 90% (75-112 points)	• sound, systematic prevention basis with evidence of refinement through evaluation/ improvement cycles • good integration	• major areas of business • from some to many support areas	• good to excellent in major areas • positive trends — from some to many support areas • evidence that results are caused by approach
100% (125 points)	• sound, systematic prevention basis refined through evaluation/improvement cycles • excellent integration	• major areas and support areas • all operations	• excellent (world-class) results in major areas • good to excellent in support areas • sustained results • results clearly caused by approach

APPENDIX IV

PROGRAM PROPOSAL GUIDELINES

The content and format of a program proposal should be in accordance with the requirements of the Board as outlined in the *Accreditation Handbook* and set out below. This format is based in part on that contained in the *Guidelines for System Development* (Alberta Learning).

The onus is on the college to satisfy the Board that the level of learning to be achieved is consistent with that which is expected at the baccalaureate degree level, and that the program is comparable in quality to similar programs (if any) offered in Alberta and elsewhere. Program proposals should demonstrate how their unique dimensions set them apart from similar programs offered elsewhere, and thus provide new educational opportunities for students.

Proposals for new programs should contain the information in the following checklist. When submitting a final program proposal, please include a copy of the completed checklist indicating the page number(s) of the proposal where each item can be found.

Article 3.1.1 (6) allows first-time applicants to submit a "preliminary" program proposal with their initial application documentation. The first round program proposal should attempt to address each of the items required in a final proposal, at least in a general manner. For example, under checklist item #9, a summary of the curriculum should be provided although all the course descriptions may not be available until the final proposal. The document should be clearly marked that it is a "preliminary" proposal.

CHECKLIST:

(1) the title of the proposed program (p. ___);

(2) the credential to be awarded (p. ___);

(3) the proposed implementation date (p. ___);

(4) a brief description of the goals and objectives of the proposed program, indicating distinctive features of the program and its relationship to the mission and educational objectives of the college (p. ___);

(5) an explanation of the proposed program's impact on and relationship to existing programs (p. ___);

(6) evidence of student demand for the program and societal need for graduates from the program (including steps taken by the college to assess employment prospects) (p. ___);

(7) the proposed enrolment, or enrolment increase, and information as to whether the program is designed for full-time or part-time students (p. ___);

(8) for applied or cooperative (work/study) programs, an assessment of the likely availability of work placements or internships to meet the needs of the projected student enrolment (p. ___);

(9) an outline of program requirements and a summary description of the curriculum, including course descriptions and prerequisites (p. ___);

(10) where appropriate, the method of establishing and a description of the competency profile that students are expected to attain in the program, how this achievement will be evaluated (p. ___);

(11) a comparative analysis of the proposed program with other comparable programs offered elsewhere (especially in Alberta and Western Canada) (p. ___);

(12) academic performance requirements in courses and for progression through the program (indicate the grading and academic standing standards) (p. ___);

(13) an inventory and analysis of library holdings to support the program (using standard library reference guides) and plans to deal with any deficiencies, and a description of student access to other information services (p. ___);

(14) a staffing plan outlining faculty workload and how the distribution of teaching staff meets the Board's requirements and the objectives of the program as a whole (see **#4** above) (p. ___);

(15) a description of the facilities, laboratory and computer equipment (as applicable) available to meet the specialized demands of the program (p. ___);

(16) the actual or potential transferability to and from existing programs:
(a) in the same institution, and
(b) in other institutions (p. ___);

(17) a fiscal plan for implementation, including fees to be charged (p. ___);

(18) for programs involving clinical or practicum placements, evidence that adequate liability insurance coverage will be arranged for by the college (p. ___);

(19) for programs to be delivered by non-traditional means, a description of the teaching/learning approach to be used as well as a description of the rationale for using the approach (p. ___);

(20) any other relevant aspects of the proposed program that might affect quality (e.g. fast-tracking, individual study, parts of the program to be offered in cooperation with another institution, etc.) (p. ___);

(21) the criteria and methods which will be used to evaluate the success of the program, if approved for implementation, and how continuous quality improvement will be assured (p. ___);

(22) any relevant evidence of consultation with, or support from, other institutions, organizations or agencies, including advisory bodies formed by the college to assist in program design, implementation and evaluation. This should include professional associations where appropriate, and prospective employers. (In the case of a four-year program, the college is required to consult three independent academic experts it selects from outside the college regarding all aspects of the program. The college shall provide short resumés of the academic experts involved and a rationale as to why they were selected. One of the three experts must conduct an on-site visit and assess the college's library holdings and information access arrangements pertaining to the program area. The reports of these assessors, and the college's response to them, shall be provided to the Board as an attachment to the program proposal.) (p. ___); and

(23) disclosure of any adverse claims or allegations that might affect this application or be of concern to the Board (p. ___).

(24) Signed Statement of Institutional Integrity (see Article 2.2.3).

(#24 added December 2001)

APPENDIX V

TERMS OF REFERENCE FOR EXTERNAL EVALUATORS

The following are the basic terms of reference for evaluators' visits to a college. The Board will review these terms of reference when an evaluation team is appointed and may adapt them to suit the college and program being evaluated.

The basic terms of reference are not intended to restrict the scope of matters to be considered by the external evaluators.

1. Are provisions and procedures for governance of academic affairs adequate in their scope and satisfactory in their operation?

2. Are current policies, regulations and practices relating to academic affairs generally adequate in their scope and nature?

3. Have college administrators and faculty made a realistic assessment of demands that will be created by the proposed program (e.g. workload, finances, etc.)?

4. Does the college have both the general resources (e.g. supporting disciplines) and the specific resources (e.g. library holdings) needed to implement proposed programs?

5. Given the over-all quality of the college's operations, as perceived by you, does the expansion of programs as proposed seem to be a viable and realistic proposition?

6. Are you satisfied with the adequacy and quality of the college's self-study and the process followed by the college to conduct the self-study?

APPENDIX VI

SAMPLE LETTER OF INITIAL COMMITMENTS

(to accompany application)

1. Regarding the jurisdiction of the Private Colleges Accreditation Board (henceforth referred to as "the Board"):

   1.1 (name of institution) acknowledges the policies and standards of the Board with respect to the degree programs which have been accredited and agrees to comply with these policies and standards as currently stated or as modified from time to time.

   1.2 (name of institution) agrees to disclose to the Board any and all such information as it may require to carry out its accreditation and evaluation functions.

   1.3 (name of institution) agrees that the Board may, at its discretion and upon request, make known to any agency or member of the public the nature of any action taken by the Board in relation to the College, whether positive or negative, as well as the status of any application by the College.

2. Regarding public statements made by (name of institution) relating to its application to the Board:

   2.1 (name of institution) agrees to abide by the Board's advice on public statements about the status of its application to the Board.

_____

Chairman, Board of Governors

_____

President

_____

Day Month Year

APPENDIX VII

INDEPENDENT ACADEMIC EXPERTS

Sometimes a college is required to consult with external independent academic experts regarding all aspects of the proposed program. Article 8.3.3 of the *Accreditation Handbook* addresses the requirement with respect to four-year degree programs. In such cases,

- One of the three experts must conduct an on-site visit and assess the college's library holdings and information access arrangements pertaining to the program area.
- The reports of these assessors shall be made available to the Board, together with the college's comments, when the program proposal is submitted.
- The college shall provide summary career information about each expert and outline why each was selected. (Given Freedom of Information and Protection of Privacy considerations, the college should seek permission from the expert for submission to the Board of the expert's summary of career information.)

Selection Considerations

1. Academic - All 3 experts must have doctoral degrees (or terminal degrees in the discipline).

2. Program - At least 2 of the experts will normally have experience in the design and administration of a similar program.

3. Type of Institution - At least one expert must be from a university in Alberta and no more than one can be from a private institution. At least one expert must be from an institution outside Alberta. No expert can be from an institution affiliated with the applicant institution. Normally, only where it can be demonstrated that no suitable expertise exists in Canada should reviewers from outside the country be invited.

4. Disclosure of Interests - In order to ensure objective assessments, any connection between a reviewer and the applicant institution must be disclosed.

Terms of Reference

The following are terms of reference that a college will give to independent academic experts commenting on program proposals. They may be adapted to suit the college and program being evaluated.

1. Does the proposed program have the appropriate academic breadth and depth?

2. Have college administrators and faculty made a realistic assessment of demands that will be created by the proposed program (e.g. workload, finances, etc.)?

3. Does the college have both the general resources (e.g. supporting disciplines) and the specific resources (e.g. library holdings) needed to implement proposed programs?

4. Given the over-all quality of the college's operations, as perceived by you, does the expansion of programs as proposed seem to be a viable and realistic proposition?

5. Do you endorse the proposal without conditions? If yes, for what reasons? Do you endorse the proposal subject to stated conditions? If yes, with which conditions and for what reasons? Do you not support the proposal? If so, for what reasons?

6. Has the college adequately assessed demand for the program and/or estimated realistic enrolment projections?

7. Do you think the graduates of this proposed program will have the same learning outcomes and opportunities for advancement as graduates of similar programs at Canadian post-secondary institutions.

The on-site expert should also be asked the following:

8. Are you satisfied that the library collection and other learning spaces and equipment devoted to the program (labs, classrooms, etc.) are suitable?

In order to assist them with their assessments, it is recommended that experts be provided with information about the accreditation process and the Board's requirements with respect to staffing, curriculum content, etc.

(Appendix VII added February 1999)

APPENDIX VIII

FRAMEWORK FOR PROGRAM EVALUATION

This framework is designed to be used by the Accreditation Board's program evaluation teams when conducting evaluations of degree programs being proposed by private colleges. In addition, evaluators will use the Program Proposal (see Appendix IV for program guidelines) and any supporting documentation provided by the applicant private college. The program evaluation team will address each criterion in its final report to the Accreditation Board.

The onus is on the college to satisfy the Board that the level of learning to be achieved is consistent with that which is expected at the baccalaureate degree level, and that the program is comparable in quality to similar programs (if any) offered in Alberta and elsewhere. Program proposals should demonstrate how their unique dimensions set them apart from similar programs offered elsewhere, and thus provide new educational opportunities for students.

The program evaluation team will assess the program being proposed by a private college under the following 14 criteria, each of which has several sample standards.

Program Evaluation Criteria and Standards

Criteria #1: Program has an appropriate fit between name, program content, and nomenclature for credential. *(See Appendix IV checklist #1 and 2.)*

Standards

The applicant has:

- Demonstrated that the name and nomenclature fits the Accreditation Board's guidelines if specified in the *Handbook*.
- Provided the rationale for choice of name and nomenclature.

Criteria #2: Program implementation date is appropriate given the timing of the proposal and the readiness of the institution to mount the program. *(See Appendix IV checklist #3.)*

Standards

The applicant has:

- Specified the desired implementation date
- Provided a rationale for the readiness of the institution to meet this deadline given known circumstances (e.g., application deadline, Accreditation Board review timelines, etc.)

Criteria #3: Program learning objectives and student outcomes are comparable to programs of similar length and level of program. *(See Appendix IV checklist #41 and 10.)*

Standards

The applicant has:

- Specified clear and achievable learning objectives and outcomes.
- Demonstrated that learning objectives are at the appropriate level of learning for a 3- or 4-year baccalaureate program.
- Specified a competency profile for graduates of the program.

- Provided an explanation of how program objectives relate to the institutional mission and objectives.

Criteria #4: Program responds to adequate level of student demand. *(See Appendix IV checklist #6, 7 and 11.)*

Standards

The applicant has:

- Provided an indication of the process used to assess student demand and employment prospects for graduates of the proposed program
- Provided comparative analysis with other institutions offering similar programs to demonstrate adequacy of demand.
- Described the student target group and provided a strong rationale for the targeted student group.
- Indicated the level of societal demand for graduates of the program.
- Specified the proposed enrolment (both full-time and part-time) and how it relates to the above factors.

Criteria #5: Program curriculum is clear and well integrated with the objectives and outcomes. *(See Appendix IV checklist, #6 and 9.)*

Standards

The applicant has:

- Demonstrated that the program curriculum has a clear focus.
- Demonstrated that the courses are taught at the appropriate depth and breadth for the proposed level.
- Provided course descriptions of all the courses included in the curriculum.
- Indicated if there is any integration of the proposed program with other areas.
- Indicated clearly how the curriculum meets Accreditation Board program structure guidelines (total number of courses, number of senior courses etc.).

Criteria #6: Relationship of proposed program to existing programs within and outside the institution is appropriate. *(See Appendix IV checklist #5, 11 and 16.)*

Standards

The applicant has:

- Indicated the existing or planned for external portability and internal transferability.
- Demonstrated how the program provides appropriate preparation for post-graduate or professional degrees, or graduate studies, if applicable.
- Indicated any possible positive or negative impacts on other existing programs within the institution.

Criteria #7: Program resources are adequate. (See Appendix IV checklist # 8, 13, 15, 17 and 18.)

Standards

The applicant has:

- Demonstrated that there are adequate library resources to support the proposed program.
- Demonstrated that there are appropriate labs, computing facilities, and/or specialized equipment to support the program.
- Indicated how practica or other such experiences shall be utilized to achieve program objectives, and how they will be organized and managed.
- Provided a fiscal plan for implementation of the program (including, e.g., fees to be charged, Access funding, if applicable, etc.).

- Demonstrated how any advisory committees shall be selected and operate, where appropriate.
- Demonstrated that there are sufficient and appropriate academic student services to support the program (e.g., student advising).

Criteria #8: Faculty resources are adequate for the program. *(See Appendix IV checklist #14.)*

Standards

The applicant has:

- Demonstrated that the institution meets Accreditation Board requirements for number and quality of faculty and support staff.
- Indicated a plan for future hiring, if appropriate.
- Given evidence of faculty workload policies and actual workload statistics.
- Provided a staffing plan if rotation of courses is being proposed.

Criteria #9: Interdisciplinary programs are well designed and integrated (if such programs are proposed). *(See Appendix IV checklist #9, 14 and 19.)*

Standards

The applicant has:

- Demonstrated that an interdisciplinary program has a clear focus.
- Demonstrated that the program meets Accreditation Board staffing standards.
- Provided a staffing plan in relation to other programs, when interdisciplinary faculty are shared across programs.

Criteria #10:Teaching approach and objectives have an appropriate fit. *(See Appendix IV checklist #4, 9, 19, 20 and 21.)*

Standards

The applicant has:

- Provided a rationale and demonstrated effectiveness for the teaching approach, especially if innovative.
- Demonstrated how the teaching approach will allow the student to achieve the desired learning objectives and outcomes.
- Provided evidence of possible student evaluation of the teaching approach.

Criteria #11:Program evaluation plan is evident. *(See Appendix IV checklist #10 and 21.)*

Standards

The applicant has:

- Demonstrated that an evaluation plan is present for the proposed program to determine whether student outcomes are achieved.
- Demonstrated that the institution regularly allows for student, faculty and employer review of programs within the institution.
- Demonstrated that information gathered from such evaluation is, or can be, utilized to improve the programs.

Criteria #12:Academic policies related to the program are planned or in place. *(See Appendix IV checklist, #12 and 16.)*

Standards

The applicant has:

- Demonstrated that appropriate academic policies are in place for the program (e.g., admission, grading, student academic code, academic progress, appeals, graduation).

Criteria #13:Consultation with other institutions has occurred. *(See Appendix IV checklist #22.)*

Standards

The applicant has:

- Demonstrated that there has been sufficient consultation with other institutions and or academic experts who either offer or are familiar with similar programs.
- Demonstrated adequate support from other institutions for the offering of the program.

Criteria #14:Independent academic expert reports are available (required for 4-year programs). *(See Appendix IV checklist #22.)*

Standards

The applicant has:

- Provided three independent academic expert reports and a description of each expert's qualifications for all 4-year program proposals (see *Handbook* Article 8.3.3).
- Provided evidence of thoughtful responses to the issues and recommendations raised in the reports of the independent academic experts.

(Appendix VIII added February 2002)